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INSTRUCTOR'S GUIDE -- SANITARY FOOD SERVICE

Herman F. Weigel, et al

Public Health Service
Washington, D. C.

1952

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Instructor's Guide

To Be Used For Training Food Service Personnel

Sanitary Food Service

FEDERAL SECURITY AGENCY
Public Health Service
Division of Sanitation
Milk and Food Branch
Washington 25, D. C.
1952

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SINCE the issuance of the Guide to Safe Food Service by the Public Health Service in February 1946, much has been learned not only about food sanitation, but also about how to put our knowledge where it will do the most good—in the heads and hands of those who prepare and serve foods.

This Instructor's Guide—Sanitary Food Service supersedes the older work. Considerable time and effort have gone into its preparation in order to make it a manual which can be consulted with confidence for years to come. It was begun over a year ago by Herman F. Weigel, M. Sc., then an educational specialist in the Division of Sanitation, PHS. It was completed largely by James Lieberman, D. V. M., M. P. H., milk and food consultant in that Division. The Navy's Bureau of Medicine and Surgery has been signally cooperative and helpful.

Three contributors in particular must be singled out for special appreciation—Lt. Fred E. Stewart, MSC, USN, Lt. (jg) Robert E. Mytinger, MSC USN, and B. Frank Kyker, M. A., Office of Education. They have been called on so frequently for advice and assistance, and have done so much toward the successful completion of this book, that the Public Health Service and its Division of Sanitation wish especially to acknowledge their indebtedness to them.

However, many minds have collaborated on and contributed to this book. The Division of Sanitation, in which the Public Health Service's milk and food sanitation activities are centered, has drawn freely upon the skills and knowledge of more than 60 specialists in its own ranks, in the military services, in other Federal agencies, in State health departments, and in educational institutions. Their names are listed under Acknowledgments.

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Assistant Surgeon General
Chief Sanitary Engineer

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Foreword

THE role of safe and wholesome food, as a contributing factor to good health, is not disputed. Unfortunately, the manner in which food is sometimes prepared and served in eating and drinking establishments can nullify the extreme care exercised in the processing procedure. For example, even when milk has been produced on clean farms and has been pasteurized effectively in a modern dairy plant, it can become the vehicle of disease if served to the customer in a contaminated glass.

Health authorities and others concerned have long recognized the need of education in recommended sanitary practices for food service personnel. The idea of training food service personnel (erroneously called "food handlers") was conceived over 13 years ago. Since then, many advancements and refinements have been introduced, resulting in a gradual improvement of the quality of food-service personnel training.

In 1946, to fill the need for a comprehensive manual to aid in the organizing and conducting of classes for professional food-service personnel, the Public Health Service published the "Guide to Safe Food Service," by John Andrews and Frances T. Champion. This guide was used widely by many health departments and other agencies during a 5-year period, but due to the considerable amount of new visual material and teaching aids which have been developed, the need for revision was apparent. Experience with the "Guide" indicated, further, the necessity for offering an improved method of instruction and a new approach to better human relations.

It is expected that this manual will serve a great variety of purposes. It can be used by State and local health departments as a basis for training food-service personnel. Local and State distributive education specialists will find it useful in conducting classes in food service and sanitation. Divisions of the Armed Services concerned with the prevention of food-borne disease will find it a valuable guide in organizing and conducting classes for military food-service personnel. Owners and managers of various eating and drinking establishments may wish to use it as the basis of their own in-service training programs.

It is not expected that this manual will meet perfectly all individual training problems or contain all necessary technical data needed in the field of food sanitation. The value of the principles of training contained herein, which have been given extensive practical field trials, which are described in the various sessions, has been widely recognized. The comprehensive bibliography and detailed guides for utilization of training aids make this manual adaptable to any situation by offering many choices from the audio-visual field. Each instructor is urged to tailor his training course to the specific needs of the group or community, depending on whether it is an initial or refresher course.

C. H. ATKINS, *Chief,*
Division of Sanitation.

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Preface

THE "Instructor's Guide—Sanitary Food Service" is designed for use in training food-service personnel in the principles and application of safe food service.

To accomplish these ends it is necessary that management groups (owners, supervisors, etc.) be given the course of instruction described herein *before* it is presented to employees below the supervisory level. Follow-up in training to accomplish the desired results is possible *only* when management groups themselves assume a major responsibility in training food service personnel. Training is of little avail without continuous follow-up.

Management, when prepared to undertake a large portion of the training of its own employees, may do so by conducting informal classes, after having become acquainted with the principles of teaching and sanitation as developed in this guide. Usually, however, the courses will be conducted by representatives of the health department or the division of vocational education. The course is flexible enough to lend itself easily to several types of approach.

Regardless of the identity of the instructor, good teaching, enthusiasm, and continuous application of the principles of sanitation on the job are essential. Faulty habits are seldom broken by a few hours of informal training, either on or off the job.

A. W. FUCHS, *Chief,*
Milk and Food Branch, Division of Sanitation.

Introduction

FIRST—Familiarize yourself with the contents of this guide. Many people outstanding in the field of sanitation have taken part in its preparation. However, since you doubtless have broad information on the whole subject of sanitation and food-service employee needs, please feel free, despite this fact, to change or adapt the order of contents to the needs of your special groups.

SECOND—In using the guide, it is necessary for the instructor to become thoroughly acquainted with its contents, thus minimizing the necessity for reading directly from it. Your instruction will be more effective if it is given in your own words, avoiding a "canned speech" effect. You will also be more able to grasp group members' reactions, and to tell whether or not your words are falling on interested and understanding minds. Attention is difficult to keep when you are merely reading.

THIRD—Keep the guide open before you for quick and easy reference. Its format will help you to locate your place quickly.

FOURTH—Study the type faces on page 2 and learn to know their meaning at a glance. They have the same meaning throughout the guide.

FIFTH—At the beginning of each session in Part III and in each appendix in Part IV, there is a table of contents to give you a quick and easy reference. Just below the table of contents in each session you will find some training techniques and suggestions. These techniques apply equally to all sessions—not just the session in which they appear. Be sure to study carefully the details of each session before you start to instruct. Add any notes of your own which you feel you will need. Careful attention to the contents of this guide can save you time, effort, and embarrassment.

SIXTH—Success in the training of food service employees, as developed in this guide, depends upon *group discussion* of the problems and needs under consideration. While some cases will call for explanation of major points by the instructors, it is wise, insofar as possible, to eliminate the formal type of lecture in this kind of training. Your primary job is to get group members to participate actively in each session. Previous try-outs of this course indicate that, when properly handled, group discussion is not too difficult to get. The food-service employees like it. For those instructors who have limited experience in conducting group discussion meetings a careful study of techniques for discussion leaders will be helpful. (See Part IV, Appendix 4.) We recommend that at least one person in each State be given special instruction in the rudiments of group training of food-service employees. The person or persons so trained in conference leading techniques and the use of this guide may then instruct others in the conduct of food-service employee training.

Before You Start To Instruct

For each of the sessions in Part III, you will find a list of "things to do" and "reminders." These lists are headed, "Have Everything Ready Before You Start to Instruct." Careful attention must be given to all of these points if your training sessions are to proceed smoothly and effectively.

The "reminders" direct your attention to the specific materials and equipment, room arrangements, demonstrations, visual aids, and assistance you will need to conduct this course.

Purpose of Each Session

A series of statements indicating the desired results has been placed at the beginning of each session. These statements of general objectives are intended chiefly for your use. You may read them to the food-service employees if you desire, but it will be more helpful in some instances to state the meanings in your own words. The food-service employees should be told, before the session starts, what "we" are going to do today. When group members know in advance about the general topics for discussion, learning becomes more objective and purposeful. In addition, you stimulate interest and desire to learn. We all like to know in advance what we are expected to do. You will also find that objectives outlined in advance act as a control technique for keeping the group members' discussion "on the beam."

Time Allotments

The time allotments in this guide are flexible You may conduct this training in eight 1-hour sessions, four 2-hour sessions, or six 1½-hour sessions. Always allow a break of 5 or 10 minutes when sessions are longer than 50 minutes.

The Format of This Guide, Type Faces, and Illustrations

Each of the eight sessions has a topical summary at the beginning. The major topic headings are shown in capital letters and numbered consecutively for each session.

(a) Directions and instructions to the instructor appear in bold face.

Example:

Open the session with a few appropriate remarks.

(b) Questions to ask the class will appear in bold face italic.

Example:

What use can a food-service employee make of this information?

(c) Where this regular type is used, the material may be taught in any way the instructor may desire. State it in your own words when you feel improvement can be made in the wording or effectiveness of presentation.

Example:

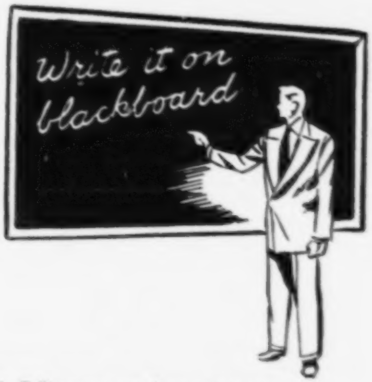
This fact is important in our session today because we will discuss food—food for humans—and how through careful handling you can prevent it from being contaminated by harmful materials. After all, you like to eat well as much as your customers do.

(d) When the use of a blackboard is practical, use one! This technique allows you to apply the basic pattern of correct instruction, which is a blend of *tell how, illustrate,* and *question.* Unless you question the learner, you won't know if he is keeping up with your instruction. *Yes* and *no* answers should usually be followed by *what, why, how,* etc.

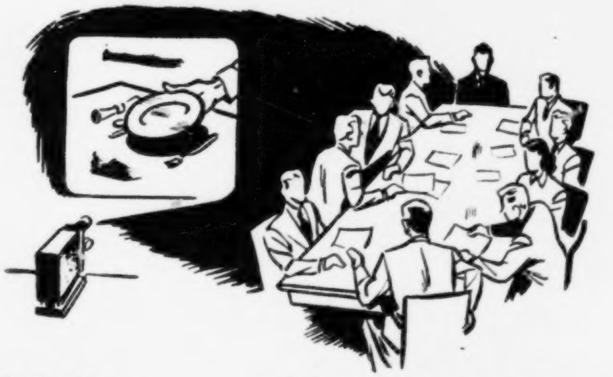
CONDITIONS UNDER WHICH
BACTERIA GROW BEST

1. Warmth
2. Food
3. Moisture

When the presentation of information requires telling, showing, film presentation, group discussion and questions, it will be indicated as follows:



1. Tell group members what to look for before showing film.



2. Show film.

3. Follow through with discussion and questions on film showing.

Additional suggestions on how to use this instructional approach may be found in the Part IV, Appendix 4, "Important Steps in Good Film Utilization." The brief treatise on "Teaching Methods" (Part II) contains helpful suggestions for those not familiar with this mode of instructional procedure and techniques.

Pass-Out Sheets

In each session you will find one or more pass-out sheets which may be duplicated locally or obtained from the Government Printing Office, and issued to each group member. Group members should be asked to keep these pass-outs for future reference and study. Experience has shown that food-service employees will keep the pass-out sheets and use them more effectively when file folders (9 x 11) are provided for each member. After distributing the pass-out sheets, read to the group the contents of each sheet.

Contents of Part IV—The Appendix

This part contains supplemental information in six appendices. Appendix 1 contains various references for each session in Part III, a comprehensive annotated list of general references for research purposes, a list of selected references for those who wish to examine recent articles relating to the field of food sanitation, and an invaluable list of publications which can be obtained from the Milk and Food Branch, Division of Sanitation, U. S. Public Health Service. The references in this appendix are important source materials to compensate for any lack of specific technical information in the sessions in Part III.

The alternate materials suggested in Appendix 2 comprise an example of how the basic principles of teaching contained in this guide may be applied through the medium of optional training aids which may be selected from those listed in Appendix 3 or prepared locally. This optional material was selected because of current availability and to demonstrate practical use of various aids. Its selection does not necessarily indicate that it is considered to be the best suited to the subject matter covered.

It has been said that a film is a blank check to be filled in by the instructor. The trainee must be prepared and intellectually stimulated to such an extent that he will observe important details in the film or training aid and draw essential inferences which may be applied on the job. It is not enough merely to expose the trainee to the film without proper introduction. The list of training aids and utilization guides contained in Appendix 3 should facilitate making a decision on the exact training aid desired, and ordering it in ample time for preview prior to class use. The utilization guides will serve to remind the instructor of the important points to be emphasized in the film or other training aid; also, to point up those points which the trainees should be directed to observe closely.

The source of additional film and training aids catalogs, and addresses of film libraries and other sources of visual aids, make this appendix one of the most valuable sections of the guide.

Reference has been made throughout this part to the contents of Appendices 4 and 5, which contain "Pointers Which May Help You to Become a Better Discussion Leader" and "Some Additional Pointers in Organizing and Promoting a Food-Service Employee Training Program."

The additional information on "Demonstration Techniques and Sample Display Materials" was added at the suggestion of some of the contributors listed in the acknowledgment. It was impossible to consider all suggestions, but most of the pertinent recommendations have been incorporated in some part of this guide.

Suggestions to the Teacher

For Grouping the Trainees, Managing the Class, Teaching the Sessions and Testing the Trainees

Grouping Food-Service Employees for Effective Instruction

Training needs should be considered in terms of what the individual food-service employee requires to be able to do his job effectively. Because of the large number of persons to be reached in food-service employee training, and because of limited resources and time available, the individual approach does not seem practicable. Therefore, a cooperative analysis of group needs is necessary to determine training needs. This means that the instructor not only should review carefully the restaurant inspection reports, but also should work closely with restaurant-management officials. In addition, he should spot check with individual workers below the supervisory level to see what they want and need in food-sanitation and food-service instruction.

Grouping

After the training needs have been determined, careful consideration should be given to the groupings of food-service workers for instructional purposes, bearing in mind that certain parts of this course are applicable to all groups. Three common types of grouping are mentioned here:

1. Grouping according to position.—One of the most important points to be considered when grouping food-service employees for training courses is to group supervisory and nonsupervisory people separately. When grouping is made without consideration of this factor, an unnecessary teaching problem is created. Food-service workers below the supervisory or management level are nearly always reluctant to voice their thinking on a subject if there is a chance of embarrassment, or that management will find them ignorant. On the other hand, the heads of groups, sections, or departments may do "all the talking." When they are considerate enough to remain entirely silent to give the workers below the supervisory level a chance, the result is that nobody talks. To be sure, there are instances where mixed groupings can be made without any of these things happening, but it usually takes special skills and techniques to make the meeting proceed smoothly and effectively. Our experience shows that placing supervisory and nonsupervisory people in the same group has many disadvantages because the interests and needs of the two groups are so different.

2. Grouping according to specific needs.—When it is possible to determine specific training needs by job analysis, and employees are grouped in accordance with these needs, the basis for a favorable teaching situation is established. Employee participation will be more spontaneous and interest more nearly uniform. Selection and emphasis of material can be "tailor made." Time can be utilized more effectively for all concerned.

3. Grouping according to work activity.—In areas where a large number of workers is to be trained, there usually will be available enough cooks, waiters, chefs, etc., to enable the instructor to group employees according to special work activities, interests, and uniformity in experiences. When this type of grouping is used the learning process can be speeded up because of sustained group interest. Some course content may be eliminated and stress placed on what is important on a specific job.

Size of the Class

Probably the best teaching results will be obtained from a class of from 20 to 25 members. With more than this each group member has little opportunity to take active part in the discussions and demonstrations which are necessary elements of this course. A very small group usually does not provide enough experience and variety of ideas to maintain interest.

Selection and Arrangement of the Classroom

The room selected should resemble traditional classrooms *as little as possible.* Instead, if practicable, the room should provide the atmosphere of a conference of businessmen, and should be free from disturbing noise and interruptions. It should have sufficient light and ventilation, and should be centrally located if possible. The arrangement of the room is important, since the group leader can do a better job of teaching, an informal attitude will be encouraged, and the participation of the members of the group will be freer if the seating arrangement is right. A suggested seating arrangement is shown in the illustration below.

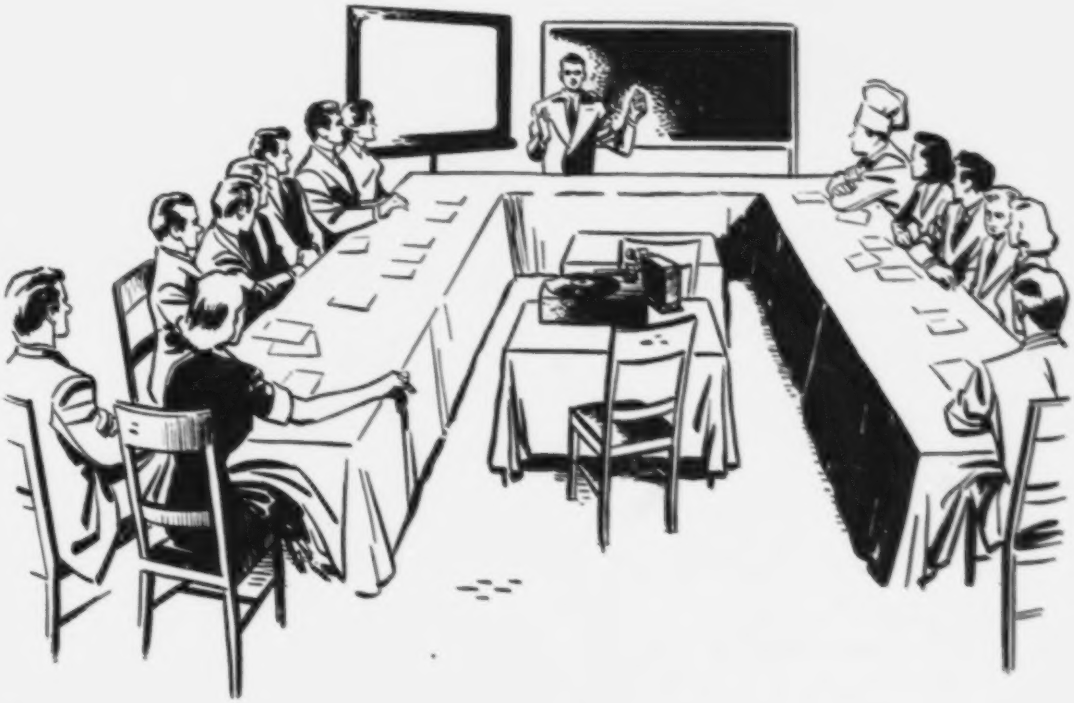
The seating arrangements illustrated on page 7 are suggested if larger groups *must* be accommodated:

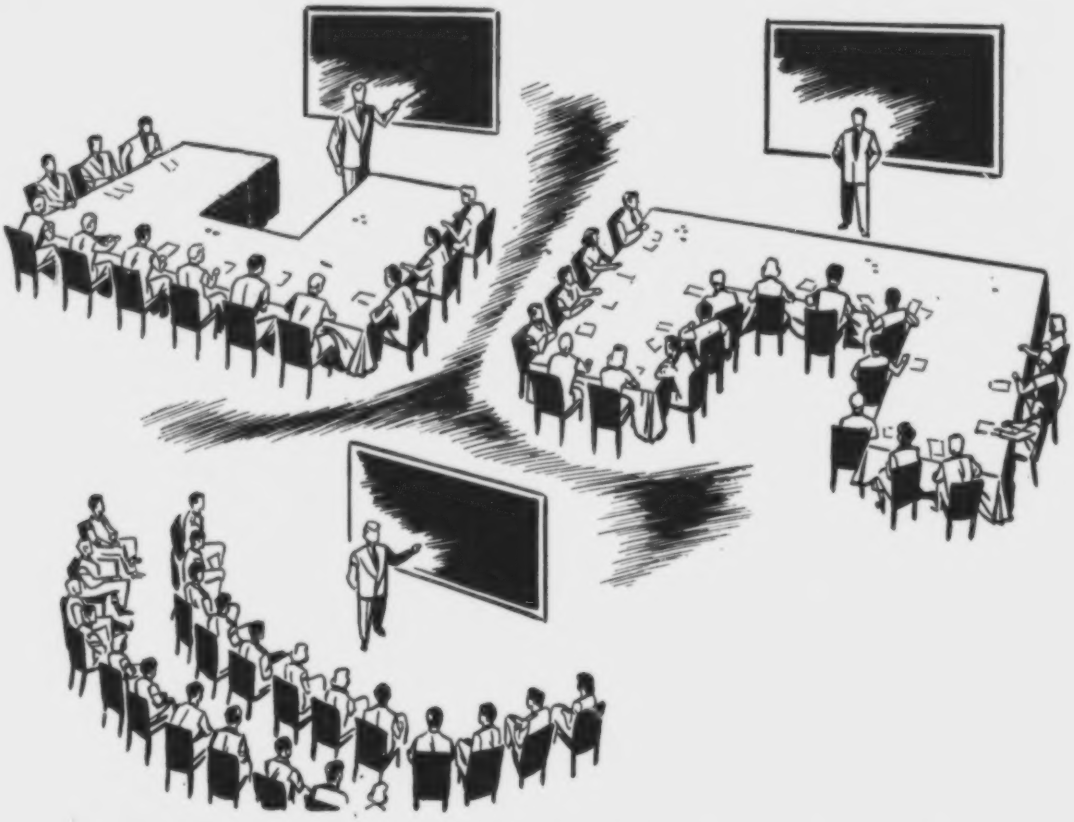
Teacher Preparation Before Each Session

The teacher should thoroughly review the material on each unit, prepare any needed teaching notes, arrange for supplementary teaching supplies, materials, and equipment, and otherwise carefully plan the manner of conducting the session in advance of the meeting of the class. Any indication of lack of preparation, or any uncertainty as to how to proceed, will have an unfortunate effect upon the members of the group.

If an outside speaker is desired for any session, this must be arranged for considerably beforehand. He must be given a definite understanding as to (1) the time he is to speak, (2) the length of his talk, and (3) the material that he is to present. It should be understood in advance that his presentation will be in terms of the needs and problems of the class, and that the class members will be given an opportunity to ask questions and to discuss his talk.

Since no textbook is available for use by members of the group, the instructor is encouraged to obtain from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., the pass-out sheets which are reproduced at the end of each session in Part III. These sheets should be distributed to class members at an appropriate time at each session. If these sheets are not purchased, mimeographed sheets should be prepared locally to cover in summary form the principal items discussed in each session. Such mimeographed sheets may well duplicate the material placed on the blackboard or included in charts. It would be good to have pass-out sheets punched to fit into a standard notebook or file folder so that each member of the group will be encouraged to preserve in per-





manent form a summary of the course for study and future reference.

The blackboard will be used continuously to record important points made by the instructor and by members of the class. Nevertheless it is highly desirable that the instructor obtain, or have prepared in advance, the charts which will be referred to in the course of the class discussion. The charts will include (1) outlines, (2) summaries, (3) tables, (4) illustrations, and (5) important points. They may be prepared on white cardboards ranging from 1 by 2 feet to 3 by 4 feet in size. The charts should be attractive, distinct, and easily read from any part of the room.[1]

If at all possible, the instructor should visit the restaurants of the members of his class between sessions. Such visits will give him an opportunity to obtain fruitful ideas, actual examples, and real problems that will contribute significantly to the effectiveness of his instruction. Moreover, these visits will demonstrate his interest in the success of his students and will provide an exceptional opportunity to follow up his instruction by helping each food-service employee on his individual problems.

How to Open Each Session

Class Procedure:

1. Arrive at least 15 minutes before the class is scheduled to start.

2. Check program and supplies for session.

(a) If outside speaker is to attend, review with him his part of the program, the length of his talk, and the material that he will present.

(b) Check film, slides, and projector if they are to be used.

(c) If mimeographed sheets are to be handed out, make certain they are ready. Blackboard presentation may be prepared. If charts are to be used, be sure they are arranged in the proper order.

(d) Place name cards before your own station and before each class member's station. These may be cards or stiff paper, folded, with names written on both sides, so they are clearly visible to class members and to instructor, as shown below:

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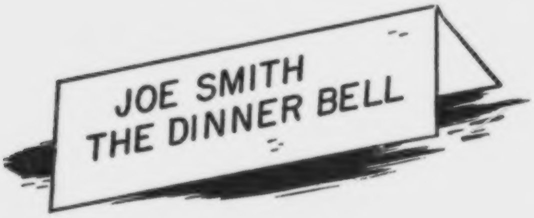
[1] For suggestions on the use of exhibits, see Part IV, Appendix 6.



Name cards may be omitted when the instructor knows each member by name and when the members know each other.

(e) Place paper, pencil, and ash tray before each member's seat.

3. Check classroom.

(a) See that tables and chairs are arranged as desired.

(b) Check lighting, heating, and ventilation.

4. Greet each person on arrival. This greeting should be by name as soon as possible.

5. Roll call and introductions: *At the first meeting* the instructor should first introduce himself, or any representative of the restaurant who may be present at the first meeting may introduce the instructor. Then ask each person present to identify himself as to name, business connection, and experience. If a management representative who knows the food-service employees is present at the first meeting, he may be asked to open the meeting with appropriate brief remarks. Regardless of whether the instructor introduces himself or is introduced by another person, the genuine interest of the instructor in the needs and problems of food-service workers should be emphasized. At subsequent meetings check the roll against the name cards. *Don't call roll.*

6. At the first session clearly cover the following points:

(a) Time and place of future meetings.

(b) Length of course and material to be covered.

(c) The diploma or certificate to be awarded at final meeting.

(d) Door attendance prizes, if such have been donated by restaurants.

(e) The final dinner, if one is to be arranged.

7. At all sessions after the first:

(a) Give a rapid summary of material covered to date.

(b) Ask for reports on any assignments made at previous session.

(c) State objectives of present session.

How to Close Each Session

Ordinarily, only a few minutes should be used to close the session. However, the following should be covered:

1. A summary of group discussion.

2. A selling statement of the next session. The following are suggestions:

(a) Stress the importance of the subject.

(b) Ask individual class members to report on specific assignments. Let them know the instructor is depending on them.

(c) Point out any special attraction, such as a film, a speaker, or a good demonstration.

3. Ask for questions.

4. Make group members feel the instructor is glad they came and "Good night, Bill, Joe . . . I'll be in your restaurant next week to see if you changed that practice you were telling me about."

Teaching Methods

DEVELOP AN INFORMAL ATMOSPHERE:

In general, the membership of the group will consist of adult, experienced food-service employees. They may or may not have a background of formal training, but probably do know considerable about food-service work. It should be presumed that they are eager to learn more about their particular job (even though this may not be the case). . . . They can be strongly motivated by the possibility of learning how to increase their job satisfaction. Usually, however, it will have been some time since they were students and they will not appreciate the ordinary classroom atmosphere or the ordinary teacher-student relationship. They may be inclined to be wary of classroom lectures or the presentation of seemingly theoretical material. They will, however, accept concrete, specific suggestions and demonstrations which they can put into immediate use in their restaurants.

Insofar as possible, the informal atmosphere of a conference of businessmen should be maintained. Facts, information, and ideas should be presented by members of the class as well as by the instructor.

The informality of the class, the interest of its members in the course, and the freedom and ease with which they participate in discussions and demonstrations will be determined in a large measure by the attitude and conduct of the teacher himself.

The teacher can convey a sense of informality through his own informal pose. He should simply be himself. His voice should be pitched to carry to every person in the room, but no louder. It should be clear, distinct, and pleasing, and have the same natural conversational quality it would have were the instructor talking to one person. He may move about freely while conducting the session, but should avoid giving the impression of being restless or nervous. Nevertheless, the instructor must not allow an *overly* informal atmosphere to disrupt normal instructional procedures.

In the final analysis, a genuine interest in the course, demonstrated through a sincere, direct, and enthusiastic presentation, will do more to maintain an informal working atmosphere than any other means that the teacher can employ.

Use a Variety of Teaching Methods

No one teaching method or device should be used at all times and under all conditions with a given class. This is especially true in teaching adults. Continued uniformity, without change or variety, in dealing with businessmen and workers can only lead to monotony and a lack of interest.

Food-service management and employees in general will be wary of conventional classroom lectures and indifferent to the presentation of theoretical material. Consequently, the teacher of this course should be familiar with and be able to use effectively not only (1) the telling or lecture method, but also (2) the discussion or conference method, (3) the blending of telling and showing method, (4) the student demonstration method, and more particularly, (5) a combination or composite of these several methods.

As a general principle, a teacher should not teach adults what they already know or what individuals in the session can contribute to the group as a whole. This does not mean, however, that the instructor should not help the members of the group to organize their knowledge and direct their thinking toward the solution of specific problems. Helping experienced workers to contribute their own thinking, to organize such thinking into a meaningful pattern, and to apply it to a job situation can be best achieved by the use of the conference or discussion method.

The Conference or Discussion Method

To obtain the greatest amount of individual participation, individual contribution, and thereby the greatest amount of learning, the instructor should employ whenever feasible the conference and discussion methods.

Instead of giving a well organized lecture on the "Advantages and Disadvantages of Manual Dishwashing," for example, the instructor will ask the members of the group to supply a list of advantages and disadvantages. The blackboard should be used frequently in the conference and discussion methods. Consequently, in this particular example the instructor will place on the board the following headings:

MANUAL DISHWASHING [2]

Advantages	*Disadvantages*
1.	1.
2.	2.
3.	3.

As each member of the group states an advantage or disadvantage, as the case may be, the instructor will write it on the board. In many instances, there will be a discussion of the member's contribution to clarify thinking and to develop a clear statement before it is written on the board. In fact, the instructor may have to suggest the proper phrasing of the idea that has been contributed by a member. In this case the instructor should tactfully ask the contributor, "Is this what you had in mind, Joe?" or "Does this statement sum up your idea, Bill?"

When the resources of the class have been exhausted on any topic, or when questions of a "must know" nature are left unanswered, the instructor can properly give additional information. As he adds his contributions he should obtain the assent of his class. "Do you agree with this advantage (point or idea, as the case may be)?" or "What do you think of so and so?" are examples of ways for the instructor to present his contribution.

When the discussion is completed and all ideas have been recorded, the instructor should guide the class in arriving at a conclusion, which will also be written on the blackboard.

Throughout the several sessions of this course there are many topics, problems, or questions that can be treated similarly to the example given above.

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[2] For other examples of chart headings see Sample Blackboard Headings, Part IV, Appendix 4.

For more detailed information on conference leading, the teacher is referred to "Pointers Which May Help You To Become a Better Discussion Leader" in Part IV, Appendix 4. The several supplementary charts and outlines presented under this heading contain a wealth of concrete suggestions of value to the inexperienced discussion leader.

Conference Method No Teaching Cure-All

The degree of emphasis placed on the use of this method in the teaching of experienced workers, and the amount of space devoted to this subject in the appendix, are not intended to imply that there are no limitations to the use of the conference or discussion method. Even among experienced workers there are frequently areas of information and understanding which they do *not* possess and therefore cannot be "drawn out" from them by even a skilled conference leader. Such information will have to be presented by the telling method supplemented by showing, demonstrations, charts, etc., which are discussed next.

Blackboard Versus Paper Pads

Numerous references in the teaching methods have been made to the use of the blackboard. Unless it is large, as in the case of a conventional situation, it is frequently impossible to record all of the material growing out of a 1-hour session. Consequently, it becomes necessary from time to time to erase in order to provide space for new material. Moreover, it is difficult to refer back to material that has been erased from the blackboard.

These difficulties may be avoided by substituting for a blackboard, particularly a small portable one, large pads of paper approximately 3 by 4 feet in size. Marking crayons are used for writing. As each sheet is filled, it is turned back over a stand to which it is attached by thumbtacks. One important advantage of the use of paper pads in recording a discussion is the ease with which reference can be made to back sheets in recalling or reviewing points previously recorded. Moreover, the pad of used sheets may be subsequently used by the teacher in obtaining information for the preparation of mimeographed sheets to be passed out to members of the class.

For additional suggestions on the use of the blackboard, refer to "Hints on Using the Blackboard" in Part IV, Appendix 4.

The Lecture or Telling Method

As previously pointed out, this method should be used as little and as infrequently as possible. It may be used effectively, however, when it is blended in with the showing method. The chart on the opposite page indicates the relative amount of recall that may be expected from the telling, the showing, and the blending of telling and showing methods, respectively.

Interpret this chart as follows: When a group of persons was instructed through the method of telling alone, and was examined 3 hours later, the average individual recall for the group was 70 percent, and 3 days later only 10 percent. When telling and showing were blended, the recall was 85 percent after 3 hours and 65 percent after 3 days.

When the blending of the telling and showing method is followed by a practice demonstration in which the members of the class participate, nearly 100 percent recall in terms of knowledges and skills can be expected.

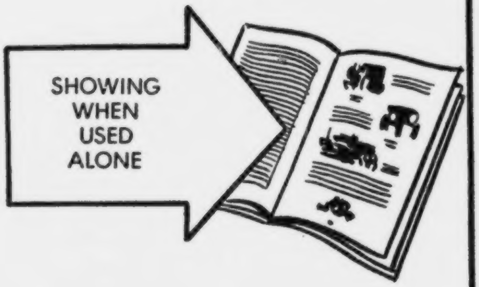
In spite of the general ineffectiveness of the telling (lecture) method if used exclusively, *it must be used under the following conditions:*

1. To introduce a new subject.
2. To present new or additional material, and especially to supplement the information obtained from the class in the conference or discussion method.
3. To give an outside speaker an opportunity to present his subject. (Such a presentation should be followed by class discussion.)
4. To present scientific or technical information with which the students in this course are not expected to be familiar. There are many instances of such information in the various units.

Use of Questions and Answers

Encourage questions. Compliment the person who asks, then answer or, if appropriate, ask a class member to answer. Don't be afraid of saying, "I don't know. What do you think, Jerry?" There are three kinds of questions to which the instructor may say "I don't know." First, a factual question, such as "What does the ------ dishwasher cost?" To this he can say "I don't know, but I'll find out." Second, a question on which there is an honest difference of opinion, as "What is the best kind of canned goods to buy?" To this he can point out advantages of each. Third, a question to which there is no one right answer in all cases, such as

SOME METHODS OF INSTRUCTION AND THE RESULTS WHICH MAY BE EXPECTED FROM EACH

METHODS OF INSTRUCTION	RECALL 3 HOURS LATER	RECALL 3 DAYS LATER
TELLING WHEN USED ALONE	70%	10%
 SHOWING WHEN USED ALONE	72%	20%
WHEN A BLEND OF TELLING AND SHOWING IS USED	85%	65%

"What is the proper percentage of income to spend on help?"

Make certain all group members hear all of the discussion. Encourage questions to the group and answers to the group rather than to the instructor. If in doubt, repeat or ask the member to repeat.

In general, it is better to ask a question before calling the name of the person to whom it is directed. Otherwise, the members of the group will be waiting to see how the addressee will answer instead of thinking of an answer themselves. Moreover, calling a name first precludes others from volunteering an answer. If no one should volunteer, the teacher may call on a specific individual. There are other exceptions to the rule that the teacher should direct his questions to the class. If certain members of a class try to monopolize all of the time by answering all of the questions, the teacher should discourage this undesirable situation by referring questions to other members of the class. Again, if certain members of the group are hesitant or timid, and therefore never volunteer to answer questions or otherwise participate in the discussion, the teacher can stimulate their participation by asking them questions that are easy to answer. For example, "Don, I like the housekeeping job in your kitchen; I know you have some good ideas. What do you think should go in a list of do's for all chefs?"

As a general rule, the teacher should not accept or reject an answer given by an individual. Secure an answer from more than one person, and then refer the answers to the class for acceptance or modification. The teacher, if at all possible, should avoid telling a food-service employee his answer is wrong. Give the group members a chance to do it. At any rate, he is probably more concerned about what his co-workers think. In most cases they are more important to him than the teacher. On the other hand, don't be too eager to praise the right answer. This technique tends to shy off those who did not answer.

You may toss the incorrect answer to another member by saying: "Sam, how do you do this in your restaurant?" Then, as a discussion leader, you sum up frequently by saying, "If I get the thinking of this group on this topic, it is . . ." When there are omissions by the group, you may ask a leading question to bring out important facts such as: "Have you ever tried to follow the . . . method?" Of course, there may be times when judgment should be suspended. Again, you may have to step into the role of sanitarian and give the facts which are missing. A good discussion leader is one who gets most of the facts from the group. If you start out by being a "know-it-all" you won't get much discussion from the group members.

In order to make your instruction more effective when blending the *telling* and *showing* methods, it is necessary to question the learner frequently to find out if he is keeping up with your instruction. Do this by asking him such questions as: Why is this necessary? How should it be done? What is its purpose? etc.

For a classification of the different kinds of questions and examples, see "Questions and Cases" in "Some Group and Individual Control Techniques for Discussion Leaders," Part IV, Appendix 4.

Miscellaneous Teaching Suggestions, Devices, and Procedures

1. Use no technical term or phrase, such as "bactericidal treatment," without a clear illustrated definition.

2. Remember that the human ear is uncertain. Supplement talks with mimeographed sheets, blackboard presentations, charts, films, slides, posters, and demonstrations.

3. Begin talk with something the class already knows, and in which it is vitally interested.

4. Sell importance of new subject. Stimulate interest by novel or dramatized presentation. A new subject should be related to a recognized need or problem of food-service employees.

5. Follow demonstration by teacher with demonstrations by class members. Compliment what is done correctly, but tactfully correct what is wrong. Do not hurry. This part of the procedure will remain in the minds of the class members far longer than will material presented in a lecture.

6. Use charts, drawings, motion pictures, slides, and the utensils and services themselves to assist in demonstrations. Just as it would be impossible to teach swimming without a pool, so is it impossible to teach food sanitation, for example, without restaurant equipment and supplies, etc. Explain theory and principles, but spend more time in actually doing the job.

7. If sessions are more than 1 hour in length, provide a free period or breathing spell after presentation, discussion, and demonstration. Move around, encourage class to do likewise. Get a drink, smoke

a cigarette. Some of the best teaching is done in discussions and arguments that arise among group members in free periods.

8. Use informal discussions as much as possible. The group members have considerable experience in food service. Some of their ideas will be good, all of their ideas should be heard. Adult students prefer "to have their say" while learning. Moreover, they learn only by saying and doing. To lead Joe Smith, owner of a restaurant, to the statement, "I should help prevent the spread of food-borne disease because . . ." is far better teaching than for the instructor dogmatically to make the statement, "Restaurant people should. . . ."

9. Relate the subject to the group members' previous experience; for example, "Did you ever have a customer 'kick' about dirty dishes, Joe?" "How did you handle it?" "What do you think of the way Joe did it, Bill?"

10. Start lists on the blackboard; for example, "What are some ways to prevent the spread of food-borne disease?" "Can you name one, Harry?" "What about you, Smitty? Can you name another?" Then, "All right, that's a good list. Now, what about the dangers from cream-filled pastries, etc?"

11. Whenever possible use gestures and illustrations to help clarify your point and to fix the details more firmly in the learner's mind. For example: "Now, there are three conditions under which bacteria grow best—warmth, food, moisture." Hold up three fingers as you say it. Later say, "Now, what are the three things I mentioned a few minutes ago about bacteria?"

12. For additional teaching suggestions and reminders, the teacher's attention is directed especially to the numerous charts, diagrams, and reminders that appear following the table of contents of each session in Part Three.

How To Test the Learning

"If the instructor has taught, the learner can perform." This widely quoted statement sums up the criterion of good teaching and effective learning. If the trainee can perform effectively, the teacher has taught effectively and the trainee has learned effectively. It therefore follows that a valid test of the learner is an equally valid test of the teacher.

The objectives of this course involve knowledge, understandings, attitudes, and skills. It is needless to emphasize that the primary objective of this course is to develop skills—the ability of food-service employees to perform effectively. In the final analysis, the real and final test of learning on the part of these employees is how well they perform on their jobs. However, there are several desirable testing procedures and techniques which the teacher can and should use in the class to measure progress of learning.

Testing in Class

Brief tests may be given from time to time to the members of the class to measure their progress in learning. These tests may be formal or informal, scheduled or incidental. A few examples will suggest to any resourceful teacher how he may make the in-class testing program worth while.

1. The conventional true-false tests can measure knowledge. The multiple-choice test can measure not only knowledge, but also understanding and judgment. Such tests can be given and scored in a very short time. If the scores on these tests are unsatisfactory, the teacher should use them as a basis of review and reteaching. If an individual makes a very unsatisfactory score, individual remedial instruction should be provided if possible.

2. The way in which a learner participates in the class—answers questions and takes part in the discussions—is a significant indication to the alert teacher as to the interest and progress of the learner. In this sense, every session provides many opportunities for the teacher to judge the effectiveness of his teaching and the progress of learning of his students.

3. Demonstrations in which class members participate are *for them* the most effective and most nearly valid test of their knowledge, understanding, and *skill.* Moreover, student demonstrations indicate the effectiveness of the teacher's use of the demonstration method of teaching in which he blends telling, showing, and questioning.

4. Progress in the development of right attitudes toward the course, the teacher, fellow-students, the job, and the employer will have to be sensed by the teacher. There will be many and varied indications of attitudes which any alert teacher will quickly sense. As intangible and subjective as attitudes are, their nature will largely condition the success of this course. Consequently, the teacher should use every resource of human relations with the class and with individual members to promote the growth of right attitudes.

Teacher Self-Evaluation

It is recommended that the teacher "grade" himself from time to time by checking the "Self-Evaluation Sheet" in Part IV, Appendix 4. The teacher should supplement his own self-evaluation by one made by a fellow teacher and/or his educational supervisor, using the check sheet for this purpose.

Follow-up Testing on the Job

It has been repeatedly emphasized that most people learn to do by doing. Here we have also the best test of what the food-service employee has actually learned. How well does he do his job?

It is obvious that the teacher can reach a portion of the food-service employees through the use of tryouts and learner demonstrations in the regular sessions of the course. He can't reach them all by this means unless the class is very small or the course extended over many hours. This brings us to one of the *basic considerations* upon which this training program is organized. This is the tryout performance on the job. It is not known until the doing takes place whether or not the food-service employee has learned. To state it another way, the food-service employee needs both the "words" and the "music." What an individual knows and what he will actually do on the job are often two entirely different things. The crucial test is in the performance.

For these reasons the follow-up and tryouts on the job become an integral part of a correct instructional and testing program. Get management to agree to the principles of a follow-up on the job. If management will not give *active* cooperation in following up instructions, in all probability time is wasted in conducting sessions in food-service employee training. Research in industry training indicates that without management's active cooperation and participation in making the follow-up, only about 10 to 15 percent of the people in the training sessions will apply on the job the principles and practices taught.

Training and testing on the job are regarded as such important parts of this training program that the whole of Session 8, entitled "Tryout Performance and Follow-up," is devoted to this subject.

Adapting This Course to Various Groups and Teaching Situations

It is expected that this manual will be used by teachers with different backgrounds, to instruct various groups in which there will be some dissimilarity in the range of emphasis and objectives. For example, vocational teachers of "Food Sanitation and Service" in the Federally aided distributive program, whose students are largely limited to customer-contact employees and supervisors will emphasize personal grooming, good health habits, and customer relations, although they will not neglect sanitation, food preservation, and other important phases of the course.

Physicians, nurses, dietitians, and environmental health personnel who teach the great variety of food-service employees, as a part of a local or State public health program, would normally emphasize the importance of sanitation in the prevention of food-borne diseases. Also, if this course were taught to food-service personnel in the Armed Forces, either uniformed or civilian, there would doubtless be many changes in emphasis, objectives, subject matter, and teaching methods from those used successfully in a class of civilian food-service employees.

It is believed, however, that all of the principles and many of the details relating to trainee grouping, management of classes, and teaching and testing methods discussed above are applicable to all classes of food-service personnel. It is recognized that in special cases, the teacher must exercise judgment and imagination in applying these principles to his particular training situation.

In recognition of the necessity for adapting the objectives, content and manner of conducting this course (which was prepared primarily for the training of food-service employees in commercial establishments) to the realities of the teaching situations in the Armed Forces, supplementary suggestions for the conduct of this course are presented below.

Supplementary Suggestions for Armed Services Presentation

Certain special factors should be considered when planning or presenting this course to food-service personnel of components of the Army, Navy, Air Force, and Coast Guard. Paramount among these is the fact that most of the personnel in these services will have had some formal instruction in health and personal hygiene and more recently, in food-service techniques. Cooks, bakers, messmen, and stewards, in their respective schools, receive several hours of instruction in food sanitation. It is important to keep this training in mind so that the course ma be geared to the proper level of knowledge to avoid boredom and disinterest. This is especially true of annual refresher courses.

In general, the types of food-serving facilities vary with the administrative organization of the particular service. Eating facilities for enlisted personnel utilize cooks, bakers, stewards, mess cooks, etc. Private messes include the exchange restaurants, commissioned officer messes (both open and closed), diet kitchens, and civilian operated cooperatives and concessions. Thus it may be seen that, under military operation, both civilian and military backgrounds of training must be considered.

Some of the course material may have to be deleted for military presentation. Emphasis should be placed on all the factors in any one specific job rather than an over-all coverage of the field. This modification is due to the employment of permanent, specialized food-service personnel who rarely deviate from a specialty field. Specifically, it cannot be over-emphasized that special attention must be given to dishwashing methods by supervisory personnel and the operators under their direction.

Cooks should be well trained in food service under rapid, mass-serving situations. This involves placing special stress upon food poisonings and infections in relation to holding and storage methods.

The elements of food sanitation supervision should be taught to all regular commissary and civilian supervisory personnel, since persons with little training are frequently assigned to temporary commissary duties

In general, full-time commissary workers are proud of their past commissary experiences, some of which are quite extensive and of a highly practical nature. Indeed many commissary specialists have built good reputations, based on long experience, that go with them throughout their careers. Advantage should be taken of this experience by encouraging the older, more experienced personnel to be active participants in the group discussions.

The Services offer excellent sources of instructors for food-service personnel training. Among those who have had special training in food sanitation are the officers of their Medical Departments, and qualified noncommissioned officers who have attended specialized training courses in environmental sanitation and related public health subjects. In addition, one may find well trained commissary officers and petty officers.

SESSION ONE

Sixty-five Million Customers

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2. *Suggested Wording of Certificates* 20
3. *Purpose of Session One* 20
4. *Call Meeting to Order* 20
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8. *Restaurant Business Depends on Customers* 22
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10. *Show the Filmstrip* 23
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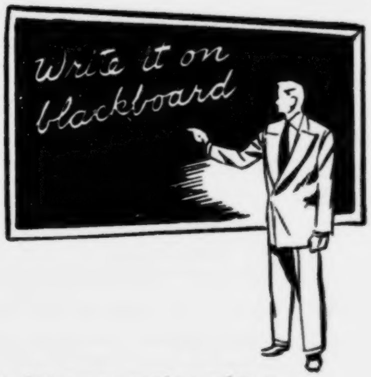
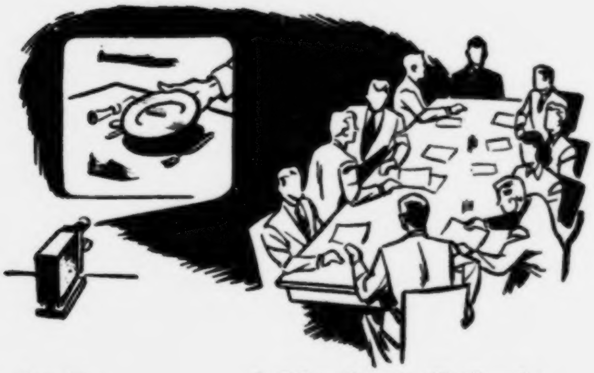
12. *Get Volunteers for Petri Dish Cultures and Explain How Demonstration Is to Be Conducted* 26
13. *Close Session One on Time* 26
14. *Visual Aid References* 26
15. *Pass-out Sheets for Distribution* 27



1. Tell group members what to look for before showing film.



2. Show film.

3. Follow through with discussion and questions on film showing.

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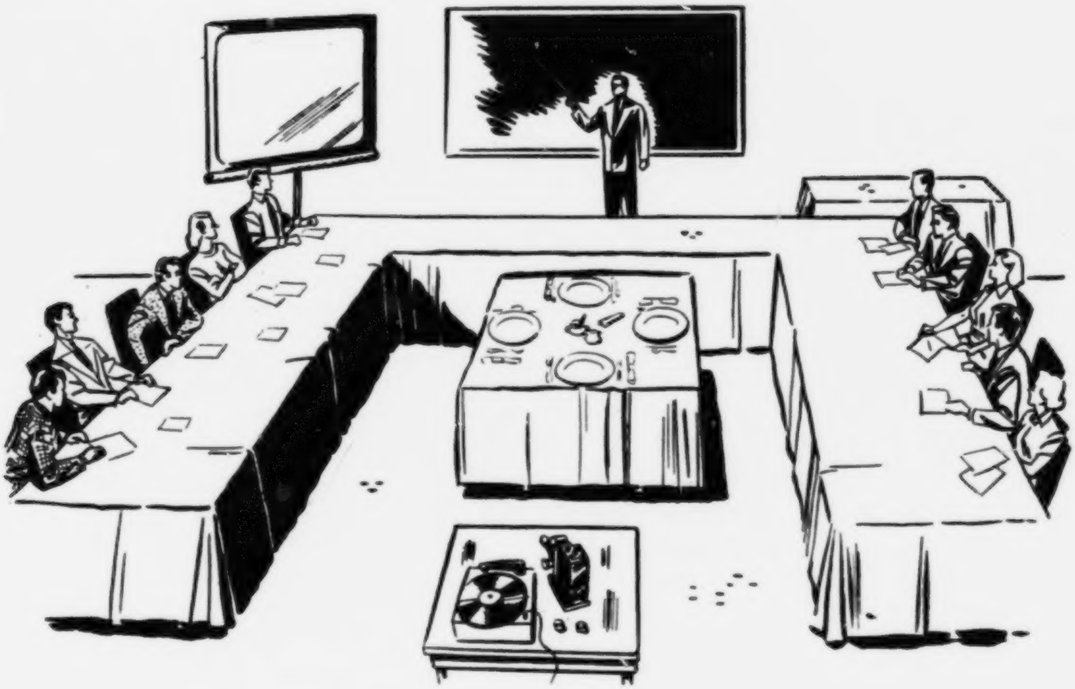
1. HAVE EVERYTHING READY BEFORE YOU START TO INSTRUCT

THINGS TO DO	REMINDERS
Have an assistant available, materials and equipment ready.	Be sure you have: ● A trained operator to handle projection equipment; ● Necessary projection equipment, and stand or table, flip chart, posters, etc.; ● Blackboard, chalk and erasers; ● Attendance sheets or registration cards; ● Four or five petri dishes for cultures (optional); ● Pass-out sheets 1 (a), 1 (b), and 1 (c). ● Checked films and slides (see Part IV, Appendix 3) for detailed information on utilization of visual aids selected; ● Visual aid references (make other choices from paragraph 14 this session and from Part IV, Appendix 3); ● Checked electric outlets, plugs, extension cord, etc.; ● File folders (one for each member of group); ● 5" x 8" cards (for trainee identification); ● Certificates of performance on the job (see par. 2).
Have assembly room properly arranged.	● Arrange chairs in **U** shape or "conference style." ● For a small group, arrange chairs around a long table. ● Avoid a "classroom" atmosphere. Do not have food-service employees sit in small groups around small tables. If only small tables are available, push them together into **U** or long table arrangement. ● The proper arrangement of chairs and tables will help to make your instruction more effective. ● The **U** type of arrangement enables you to: —get closer to the food-service employees so that all can see, hear and be heard; —make each member of the group feel that he is an important part of the thing taking place; —promote discussion. ● Suggested seating arrangement: It has been suggested by a prominent educator in the field of food-service personnel training that to facilitate discussion the conference leader might position himself, with blackboard and screen, at the open end of the **U** arrangement. ● Check heat, light, ventilation; try to make the room comfortable.



THINGS TO DO	REMINDERS
Be ready 15 or 20 minutes ahead of time.	• Some food-service workers may come early. They may be concerned as to what this is all about. • The early impressions you make on them can, if favorable, make your work easier. Let them know the "why" of the meeting. (See "Exhibits," Part IV, Appendix 6.) • Make them feel you will welcome their taking part in the discussions which are to follow in the course. • Refer to those in attendance not as "students," "class," etc., but rather as group members, etc. • The food-service personnel in attendance are mature men and women and probably will not appreciate the "teacher-pupil relationships" they once had in school. This may be especially true if, for one reason or another, they did not finish high school.
Your attitude, voice and manner.	• Always remember that your actions may have either a positive or a negative effect on the group. • Your voice, your delivery, and your attitude should show that: —food service is a big and important business, and you respect the knowledge and work experience of the group members; —you recognize the individual differences in people, and you will treat them as individuals;

THINGS TO DO **REMINDERS**

—food-service jobs are the employees' "bread and butter" (you have no right to embarrass them before their own group members, or at any other time for that matter);

—you are in earnest about the work;

—you want them to succeed.

---

2. SUGGESTED WORDING OF CERTIFICATES

(a) Health department training program (shown at upper right, page 21).

(b) Health department and the distributive educational training program (shown at lower left).

To be awarded after follow-up on the job when food-service employee is applying sanitation principles considered in the formal training session. The size of the card may be altered according to specific needs and desires.

(c) Military courses (shown at upper left, page 21).

(d) Reverse of all certificates is shown at lower right, page 21).

3. PURPOSE OF SESSION ONE

(a) To examine the need for food-service-employee training.

(b) To give an over-all view of the subjects to be discussed in the food-service-employee training course.

(c) To show how food-borne disease spreads.

(d) To learn about some of the things a food-service employee can do to help prevent the spread of food-borne disease.

4. CALL MEETING TO ORDER

Introduction by management.

Be friendly. Put group members at ease. Ask them to get comfortable. Let group members know you are pleased to have the opportunity of working with them.

The size of the group will usually not allow time for individual introductions. You may want to ask for a show of hands to find out how your group is divided as to number of waitresses, cooks, dishwashers, etc.

Have group members print their names on 5 x 8 cards.

5. EXPLAIN PURPOSE OF MEETING

You have doubtless been told that we are scheduled to meet for eight 1-hour sessions (or four 2-hour) (or six 1½-hour) in food-service-employee training.

During these sessions we will discuss:

(a) your duties and responsibilities as a food-service employee;

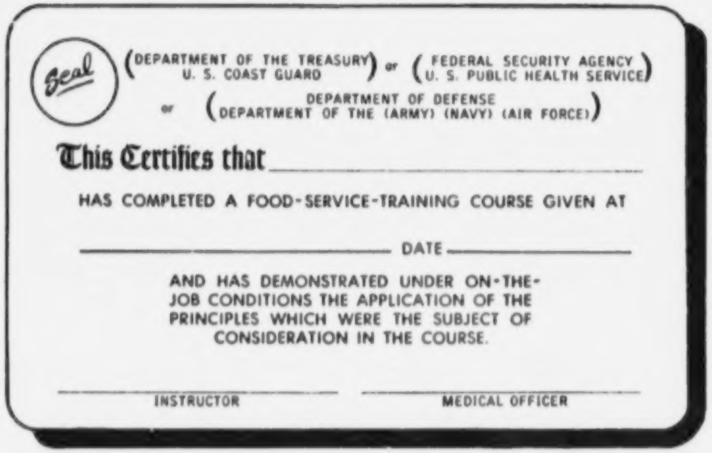
(b) ways of preventing the spread of food-borne disease;

(c) customer service;

(d) personal hygiene.

Specifically we'll pool our ideas during these eight sessions on . . .

1. "Sixty-five Million Customers"
2. Food Service and Employee Courtesy
3. Food Preservation
4. Keep 'Em Out
5. Dishwashing
6. Housekeeping
7. Your Restaurant Ordinance
8. Follow-up and Try-out on the job.



Seal (DEPARTMENT OF THE TREASURY
U. S. COAST GUARD) or (FEDERAL SECURITY AGENCY
U. S. PUBLIC HEALTH SERVICE)
or (DEPARTMENT OF DEFENSE
DEPARTMENT OF THE (ARMY) (NAVY) (AIR FORCE))

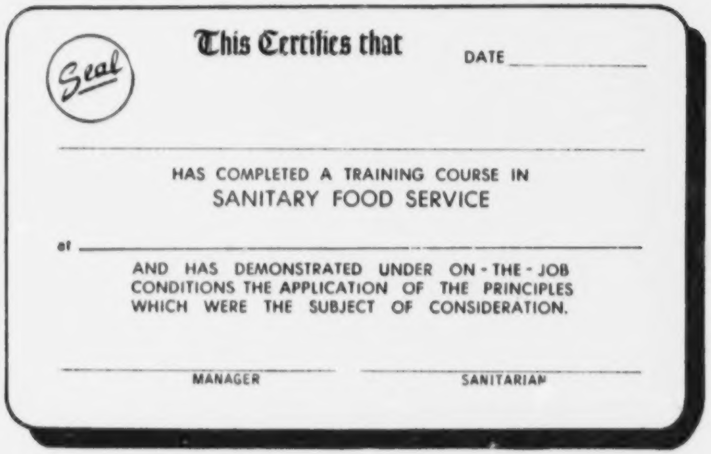
This Certifies that ____________________

HAS COMPLETED A FOOD-SERVICE-TRAINING COURSE GIVEN AT

____________________ DATE ____________________

AND HAS DEMONSTRATED UNDER ON-THE-JOB CONDITIONS THE APPLICATION OF THE PRINCIPLES WHICH WERE THE SUBJECT OF CONSIDERATION IN THE COURSE.

INSTRUCTOR   MEDICAL OFFICER



Seal **This Certifies that** DATE ____________________

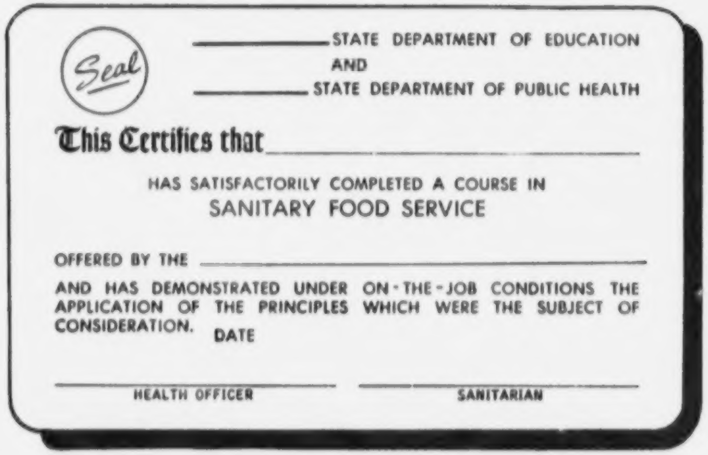
____

HAS COMPLETED A TRAINING COURSE IN
SANITARY FOOD SERVICE

at ____________________

AND HAS DEMONSTRATED UNDER ON-THE-JOB CONDITIONS THE APPLICATION OF THE PRINCIPLES WHICH WERE THE SUBJECT OF CONSIDERATION.

MANAGER   SANITARIAN



Seal
____________ STATE DEPARTMENT OF EDUCATION
AND
____________ STATE DEPARTMENT OF PUBLIC HEALTH

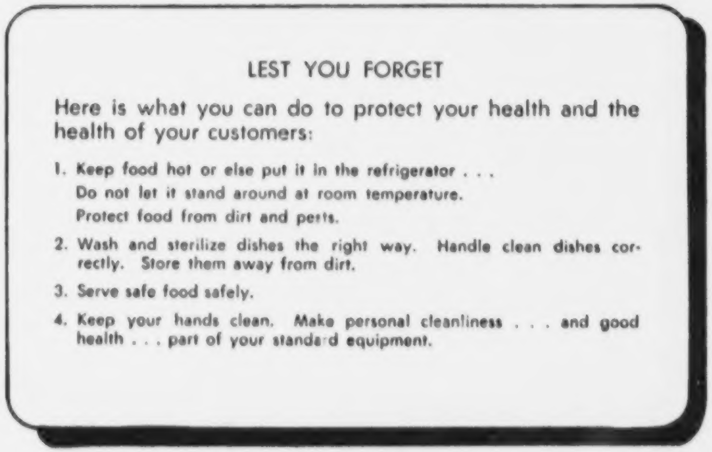
This Certifies that ____________________

HAS SATISFACTORILY COMPLETED A COURSE IN
SANITARY FOOD SERVICE

OFFERED BY THE ____________________

AND HAS DEMONSTRATED UNDER ON-THE-JOB CONDITIONS THE APPLICATION OF THE PRINCIPLES WHICH WERE THE SUBJECT OF CONSIDERATION. DATE

HEALTH OFFICER   SANITARIAN



LEST YOU FORGET

Here is what you can do to protect your health and the health of your customers:

1. Keep food hot or else put it in the refrigerator . . .
   Do not let it stand around at room temperature.
   Protect food from dirt and pests.
2. Wash and sterilize dishes the right way. Handle clean dishes correctly. Store them away from dirt.
3. Serve safe food safely.
4. Keep your hands clean. Make personal cleanliness . . . and good health . . . part of your standard equipment.

6. EXPLAIN CERTIFICATES, PASS-OUT SHEETS, AND TRYOUTS

The use of paper and pencil tests is optional. If such tests are used, be sure that they test for information and not the reading ability of the learner. Tryouts on the job are recommended. (See Session Eight.) Select options.

You (will) (will not) be given a written test on your work from day to day.

Include next two paragraphs only if tryouts on the job are to be used.

You will, however, be given a chance to demonstrate what you learned in this course. Our last session will really be a tryout on the job. It should be helpful for everybody.

Mr. ____________________ (Name), your manager (give correct title), and I will work with you right on the job. We will answer your questions and help you in other ways if you want or need it. When Mr. ____________________ (Restaurant manager) and I agree that you are applying the skill and knowledge which food-service employees should use, a certificate of work performance will be presented to you.

7. DISCUSS THE NEED FOR FOOD-SERVICE-EMPLOYEE TRAINING

Doubtless many of you would like to know why you were selected to take this course in food-service training. Are you different from others in your work? I would say the answer is "No."

(a) Like your coworkers you want to improve your services to the many customers who come here daily to eat and drink.

(b) You want to be working in a place where people like to come, where business is good, and where good clean food is properly prepared and served in a sanitary manner.

What are some of these reasons?

Draw from group and write on left half of board. Accept suggestions rapidly and freely. Add others you feel necessary. Be sure to get items 3, 4, and 5. You may get something like this:

1. Better tips
2. To be sure of what's right in handling food
3. To help prevent the spread of food-borne disease to yourself; to patrons
4. To cut down employee turnover
5. To keep the customers coming*
6. Cut down on waste and spoilage
7. To get a better understanding of the importance of our work
8. Improved personal health for employees and patrons

***Draw from group item No. 5 if you use the film "Company's Coming." This is a good film to help prepare the food-service employee for the instructions to be given in Session One.**

Now that we have talked about and listed some of the reasons for a course in food-service-employee training, you will, no doubt, want to know something about what you will be expected to do in this course.

Some of you will assist in putting on employee demonstrations, and we want all of you to enter freely into our discussion during each of the eight sessions.

Part of my job is to help you with your problems. Be sure to ask questions when things are not clear. I have found that people who ask questions frequently learn faster than those who do not.

8. RESTAURANT BUSINESS DEPENDS ON CUSTOMERS

Introduce, and prepare group for showing of film "Company's Coming."

One of the items we listed on the board deals with the subject of "customers." Now, all business depends upon customers. Without customers we would not have restaurants—you would not have a job. Let's take a look at a film which shows how one restaurant gets ready for its patrons or customers. They call it, "Company's Coming."

As you look at this film called "Company's Coming," note the importance of teamwork in a restaurant. Notice how the dishwasher as well as the waitress can be a good host. You will see your job as others sometimes see it—yes, even the customers.

Here are some things to look for. After you see this picture we will talk briefly about the following:

1. Why is every food-service worker a host?
2. Does each worker have an important job to do? Why?
3. What is the effect of dirty dishes on the customers?
4. Things to remember about your job.

Show film.

Summarize and discuss.

Main points

(a) The dishwasher, waitress, bus boy, and others as hosts.
(b) All jobs have some drawbacks. Cite examples.
(c) Teamwork aids in restaurant hospitality and job pride.
(d) Why is your job important?
(e) Three things to remember:
  - Each worker has a problem.
  - All are members of a team.
  - Food-service employees must work with each other.
(f) A smile helps to keep the customer coming back.

Did you get something from this film and our discussion which can be put into action on your job? What? How do you plan to do it? Will you need to talk with others concerned? Whom?

9. INTRODUCTION TO BACTERIA

(See Part IV, Appendix 2 for optional material.)

Now, let's take another look at the blackboard list we made when we talked about reasons for taking a course in Food-Service-Employee Training.

Because it's important to you, to management, and to the patrons who come here, and because we can all do something about it in our daily activities, let's consider the topic in this list which deals with food-borne disease. To provide the background for our discussion on this topic we'll watch a filmstrip called, "Germs Take Pot Luck."

This filmstrip shows how certain diseases are spread when proper food preparation, storage, and handling are neglected. The film also shows what you can do to help stop the spread of food-borne disease.

As you see this film, look for two main things:

(a) How food-borne disease spreads.
(b) What you can do to prevent it.

After showing, we will list the things stressed in the picture on these two points.

Perhaps this chart will help you.

Draw chart heading on blackboard and label as follows:

FOOD-BORNE DISEASE	
HOW it spreads	WHAT we can do to stop it

Allow time for questions and answers on "what to look for," before showing film.

10. SHOW THE FILMSTRIP

Germs Take Pot Luck.

11. SUMMARIZE AND DISCUSS FILMSTRIP

You saw how food-borne disease may be spread. ***What were some of the "hows"?***

Draw from the group.

List the "how" on left half of board. (See top of page 24.)

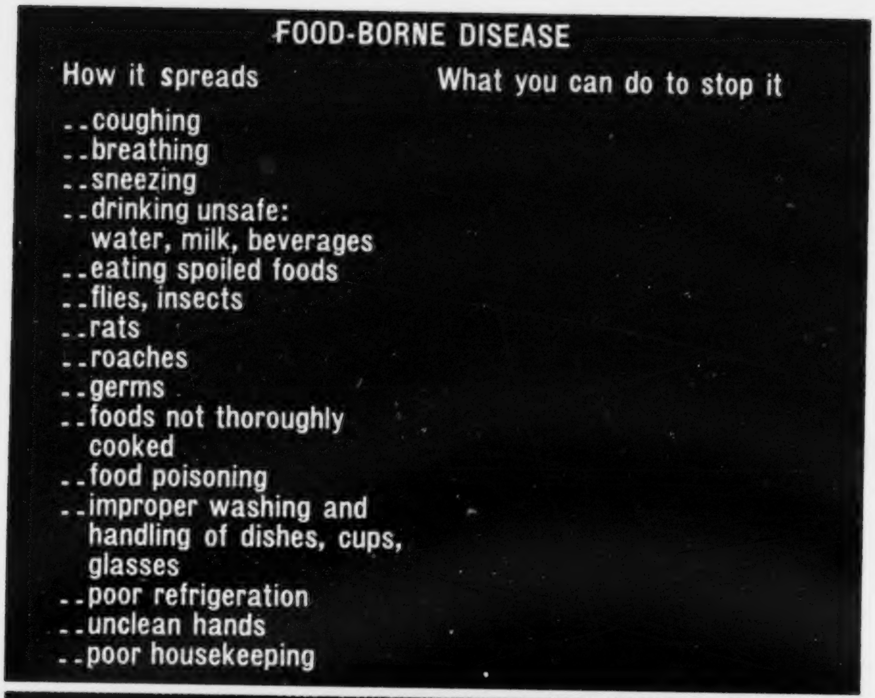
That seems to be a good summary of what the film contained on how disease spreads.

Now, let's see what we as employees can do to stop the spread of disease.

Suppose we just list the things suggested in the film.

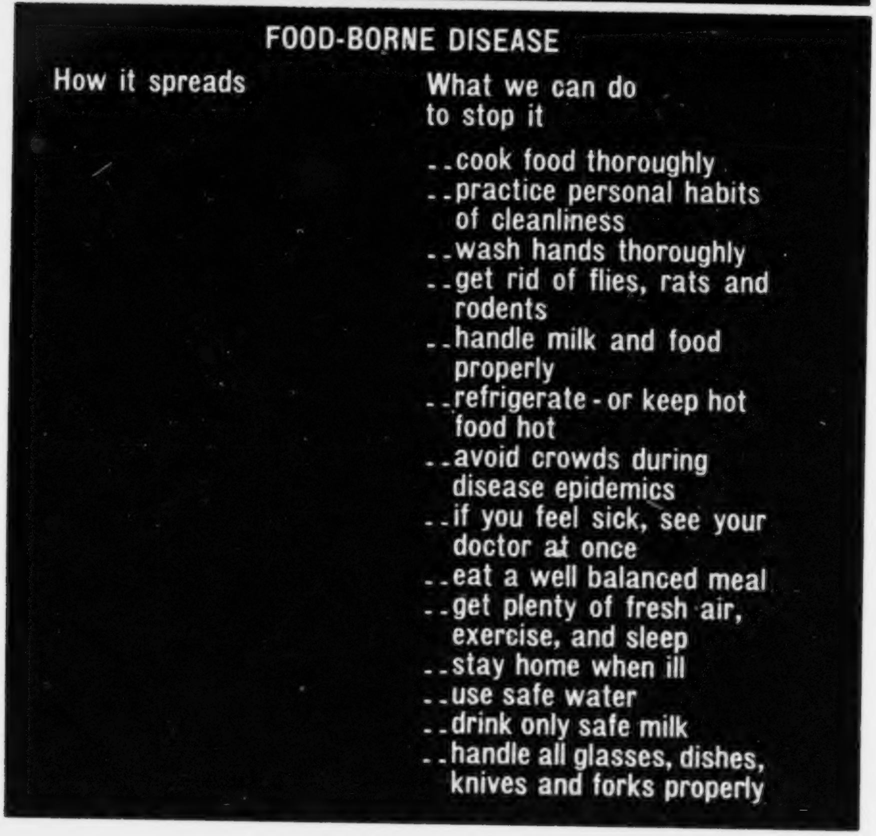
Draw from group and list on right half of the board.

You may get something like that shown at the bottom of page 24.



FOOD-BORNE DISEASE

How it spreads	What you can do to stop it
..coughing ..breathing ..sneezing ..drinking unsafe: water, milk, beverages ..eating spoiled foods ..flies, insects ..rats ..roaches ..germs ..foods not thoroughly cooked ..food poisoning ..improper washing and handling of dishes, cups, glasses ..poor refrigeration ..unclean hands ..poor housekeeping	



FOOD-BORNE DISEASE

How it spreads	What we can do to stop it
	..cook food thoroughly ..practice personal habits of cleanliness ..wash hands thoroughly ..get rid of flies, rats and rodents ..handle milk and food properly ..refrigerate - or keep hot food hot ..avoid crowds during disease epidemics ..if you feel sick, see your doctor at once ..eat a well balanced meal ..get plenty of fresh air, exercise, and sleep ..stay home when ill ..use safe water ..drink only safe milk ..handle all glasses, dishes, knives and forks properly

List the "what" on right half of board.

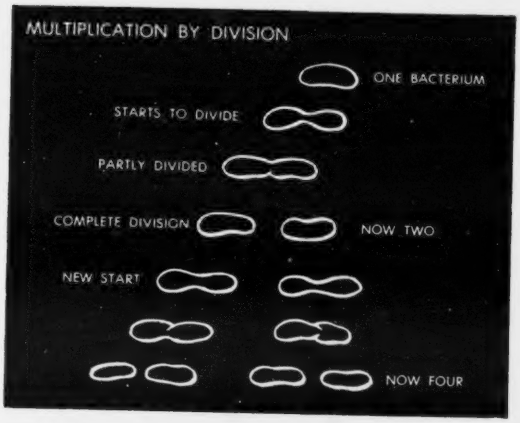
Add other appropriate items as they are given, or make suggestions for additions as needed.

Distribute pass-out sheet 1 (a), "Food Poisoning," and discuss briefly.

Ask group members to keep pass-outs for study and future reference.

Supply group members with 8" x 12" file folders, and ask that they bring these to the sessions each time.

How bacteria multiply:



If we're going to fight bacteria, we should know something about how they reproduce or multiply. The growth of bacteria is simple and fast. For our purpose today, let's say they multiply by division.

This is how they do it—we'll start with a single bacterium.

Sketch and explain the diagram below as you develop it. The use of a previously prepared flip chart will save time.

Ask group members:

How many bacteria will we have after the next division? The next?

Get answers.

Because bacteria divide about once every 20 minutes under the most favorable conditions, you see how rapidly this multiplication by division works.

Under favorable conditions, one bacterium can produce 35,125,000,000,000 of its kind during the time you work here in a day. Keep in mind, however, that bacteria work night and day as long as they live.

One germ at room temperature (about 70° F.) will produce many in a period of 24 hours. At 40° one bacterium may possibly produce only two or three bacteria.

How can you use this information on the job?

(Probable answer.) One way to keep bacteria from multiplying in food is to keep it cold.

Tell group members other methods will be considered later.

Conditions under which bacteria grow best.

We need to keep in mind that bacteria grow best when they have:

Warmth (body temperature)

Food

Moisture

Using this knowledge about bacteria.

Now, bacteria can live anywhere, but they like places that are warm, where there is moisture, and where there is food.

What use will a good food-service employee make of this information?

Get response from group and write appropriate answers on the board.

You may get something like that below. Add other appropriate suggestions.

1. Store perishable foods in refrigerator below 50 degrees
2. Use hot water for dishwashing—use thermometer
3. High temperatures above 170 degrees kill quickly
4. Keep foods covered
5. Others

12. GET VOLUNTEERS FOR PETRI DISH CULTURES AND EXPLAIN HOW DEMONSTRATION IS TO BE CONDUCTED

(See Part IV, Appendix 6, for further details on preparation for this demonstration.)

Would you like to take part in an experiment during which we collect some bacteria?

This experiment is just to show you that germs are all around—everywhere. We're going to start some gardens today, but these will be germ gardens. See these little dishes here? Each one has a lid that fits tight, and the dish has a little white jelly in the bottom. This jelly is made of agar, so we call these agar plates. The jelly is a fine food for germs, but these plates have been prepared by a special process so that there isn't a living thing in any of them—not even a fraction of a germ. They're sterile. I'm going to keep this one closed so that you can see what it looks like at our final meeting. It should look exactly the way it does at this moment.

In order that those of you who volunteer may be at ease, you will want to know we will need only a hair, a cough or sneeze, someone to touch his finger on a plate, etc.

If you want to help in this experiment, please raise your right hand.

After a show of hands thank group members and select five or six volunteers.

Proceed according to pre-arranged plans to have the culture plates inoculated.

By the time we meet for our next session, hours will have elapsed and you will be able to see whole colonies of bacteria which developed from these samples.

13. CLOSE SESSION ONE ON TIME

Thank members of the group for their interest and for taking part in today's discussion.

(a) Distribute and summarize pass-out sheet No. 1 (b) and 1 (c).

(b) Be sure you get two demonstrators for Session Two.

Much of the work in Session Two is built around the demonstrations to be put on by:

- **a waitress**
- **a bus boy**

in which each demonstrates a part or segment of his or her work operations. Emphasis is placed upon sanitation procedures. For details see Session Two.

Call for volunteers and select two. (Write down the names as you make selections.)

Ask these two people to remain for 5 or 10 minutes after adjournment, in order that you may explain what they will need to bring and do for the demonstrations.

(c) Adjourn meeting.

Announce ________, _____, and ________
(Date) (Hour) (Place)
of the next food-service-employee session.

Our next meeting will deal principally with food service and employee courtesy.

When a member of management personnel has been in the session, it is good practice to suggest he make the closing remarks.

Adjourn the meeting on time.

14. VISUAL AID REFERENCES

1. *16-mm. Motion Pictures:*

Company's Coming.[1]

Personal Hygiene.[2]

Stowaway—Part I, Disease and Personal Hygiene.[2]

Hospital Food-Service-Personnel Training, Part I, Introduction.[2]

Hospital Food-Service-Personnel Training, Part II, The Individual.[3]

Behind the Menu.[3]

2. *35-mm. Sound Filmstrip:*

Germs Take Pot Luck.[1]

3. *2 by 2-inch Slides:*

Do It Right.[2] Missouri Department of Public Health and Welfare, Bureau of Food and Drugs, Division of Health. Nos. 1, 2, 3, 4, 5, 6, 7, 7b, 8, 9, 10, 11, 12, 13.

Cooking Slides.[2] Bureau of Naval Personnel, Department of the Navy. Volume 7 and 8, NAVPERS 230070. (Make selections as appropriate.)

Bacteriology for Food Handlers.[2] Kansas State Board of Health, Division of Food and Drugs, Topeka, Kans.

Selected Food Sanitation Slides, State of California.[2]

4. *Flip Charts:*

Select appropriate charts available from the Office of Public Health Education, New York State Health Department, 18 Dove Street, Albany, N. Y.[2]

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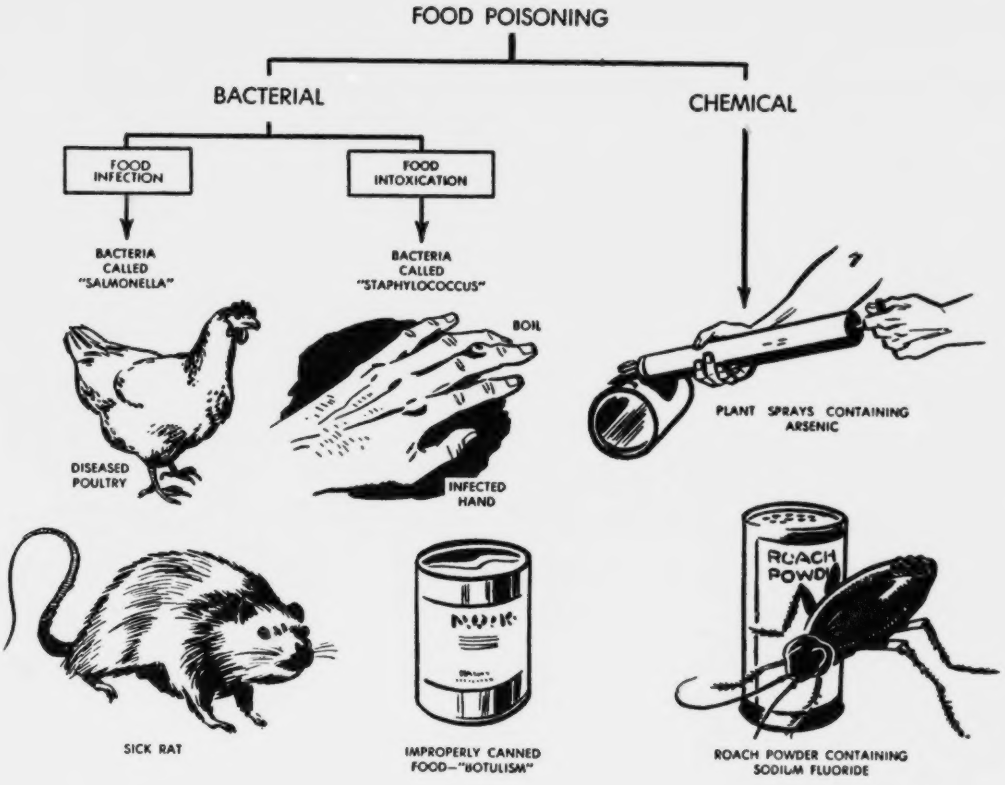
[1] Recommended for this session. [2] Optional for this session. [3] Others suitable for this session.

15. PASS-OUT SHEETS FOR DISTRIBUTION IN SESSION ONE


FOOD POISONING
BACTERIAL
CHEMICAL
FOOD INFECTION
FOOD INTOXICATION
BACTERIA CALLED "SALMONELLA"
BACTERIA CALLED "STAPHYLOCOCCUS"
BOIL
DISEASED POULTRY
INFECTED HAND
PLANT SPRAYS CONTAINING ARSENIC
ROACH POWD
SICK RAT
IMPROPERLY CANNED FOOD—"BOTULISM"
ROACH POWDER CONTAINING SODIUM FLUORIDE

Additional copies of all "Pass Out" sheets for sale by the Superintendent of Documents, U. S. Government Printing Office
Washington 25, D. C. - $1.00 per 100 copies

P. O. 1 (a)

FOOD-BORNE DISEASE ROUTES

SOURCE (BACTERIA) → MAY TRAVEL IN OR ON → TO YOU

DISEASED PERSON

CARRIER

DISEASED ANIMAL

MAN

AIR

RODENTS

INSECTS

FOOD

MILK

WATER

UTENSILS

ARE THESE FACTS IMPORTANT TO YOU AS A FOOD-SERVICE EMPLOYEE? WHY?

P. O. 1 (b)

THE SPREAD OF FOOD-BORNE DISEASE

Germs Causing These Diseases	Reach Customer Through	What You Can Do to Stop It
FOOD POISONING.......	Food contaminated by unwashed foods, unrefrigerated perishables, food contaminated by rodents.	Wash hands frequently. Keep foods cold (below 50°). Help control rodents.
TYPHOID FEVER........	Water, milk, shellfish contaminated at source. Food contaminated by unwashed hands or by flies.	Purchase and serve only approved food products. Wash hands; Control flies.
DYSENTERY............	Water contaminated at source. Defective plumbing. Food contaminated by unwashed hands or by flies.	Use approved water supply. Check faulty plumbing, wash hands. Control flies.
TRICHINOSIS...........	Uncooked pork.	Cook all pork and pork products at not less than 137° F.
BOTULISM..............	Home-canned foods improperly prepared.	Serve canned foods properly prepared.
SEPTIC SORE THROAT. **SCARLET FEVER**.......	Raw milk contaminated at the source.	Buy and serve only pasteurized milk.
DIPHTHERIA............	Dishes or silverware contaminated by a carrier—sneezing, coughing, and spitting.	Approved dishwashing procedures. Good personal hygiene.
BRUCELLOSIS.......... (Undulant Fever)	Infected milk.	Buy and serve only pasteurized milk.

P. O. 1 (c)

SESSION TWO

Food Service and Employee Courtesy

Paragraph — Page
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2. *Purpose of Session Two* 31
3. *Open Session Two* 31
4. *Present Bacteria Cultures* 32
5. *Set Stage for Volunteer Demonstrations* 32
6. *Call Up First Demonstration* 33
7. *Discuss First Demonstration* 34
8. *Call Up Second Demonstration* 34
9. *Sum Up the Demonstrations* 34
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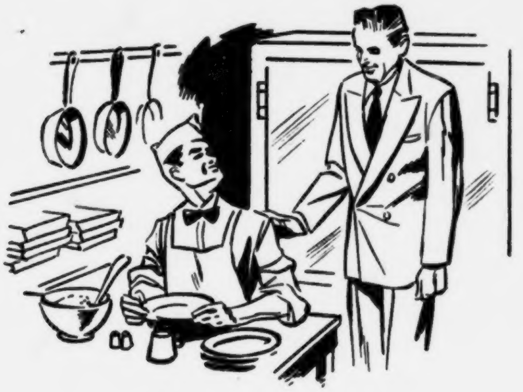
11. *Perpare Group Members for Showing Slides* 35
12. *Introduce Slides* 35
13. *Close Session Two* 38
14. *Pass-Out Sheets for Session Two* 39
15. *Visual Aid References* 42

EFFECTIVE FOOD-SERVICE-EMPLOYEE TRAINING REQUIRES

GOOD HUMAN RELATIONS

Give the food-service employee credit for good work.



Point out ways to improve.

Be specific.

Offer help.

GOOD INSTRUCTION

Food-service employees learn to do by doing.

It's easier to learn the right way first.

Learning is easier when it's satisfying.

Repetition helps fix the point.

Learning Involves:
Interest—Desire—Readiness—Proper Conditions.

Learning comes best from a blend of Telling—Showing—Illustrating—Questioning.

WHEN POSSIBLE HAVE THE FOOD-SERVICE EMPLOYEE DO THE JOB QUICKLY, CORRECTLY, AND THE WAY YOU WANT IT DONE.

(See Part III, Session 8.)

1. HAVE EVERYTHING READY BEFORE YOU START TO INSTRUCT

THINGS TO DO	REMINDERS
Have materials and equipment ready, also an assistant if film or slides are to be used.	Be sure you have: • Petri cultures developed from previous experiment; • A microscope for examination of bacteria (optional); • Food-service employees' demonstration tables, trays, knives, forks, glasses, paper cups, etc.; • Instructed properly, the persons who are to demonstrate (waitress and bus boy); • Checked visual aid references. Make choice from paragraph 15, this session, and from Part IV, Appendix 3; • Projection equipment including films and/or slides; • An assistant to try out and run the projector; • Pass-out sheets 2 (a), 2 (b), 2 (c), and 2 (d)—one for each food-service employee; • Blackboard, chalk, and erasers; • Attendance sheets or registration cards.
Have assembly room properly arranged.	• Arrange room as suggested for Session One.

2. PURPOSE OF SESSION TWO

(a) To emphasize the importance of correct work habits and attitudes, customer service, and courtesy.

(b) To develop ways and means whereby each food-service employee can check on his own personal health habits.

(c) To show how the lack of sanitation on the part of a food-service employee can destroy his effectiveness on the job.

(d) To explain how undesirable work habits in food service may be broken.

3. OPEN SESSION TWO

Open the session with a few brief and appropriate remarks.

Review first session briefly.

You remember, we talked during our first session about the need for food-service-employee training. We looked at a film showing how bacteria multiply. We discussed bacteria in terms of their growth and the three conditions under which they grow best.

What are they?

Get answer from group.

That is correct—warmth, food, and moisture.

Next we talked about how food-borne disease spreads and what we can do to stop it.

Since we know that bacteria need warmth, food, and moisture, let's see what specific use we can make of this information on our jobs.

Point out or draw the following facts from the group:

(a) The growth of bacteria is stopped by extreme cold.

(b) Bacteria are killed by extreme heat.

Now how do you control bacteria in your restaurant?

Get group response.

Probable answers:

Keep refrigerator temperature below 50° for all perishables, milk and milk products, meat, fish, eggs, poultry, salads, and hollandaise sauce.

Temperature of food on steam table should be kept above 140° F. (This will require water in steam table to be above 190° F.)

All custard-filled pastries must be rebaked after filling at an oven temperature of at least 425° F. for at least 20 minutes, and cooled to 50° or less within 1 hour after rebaking.

The "staph" germ we talked about in our first session frequently gets into custard-filled pastries and must be destroyed. It takes high temperatures to do this.

Dishwashing temperatures will be discussed in Session Four.

If perishable foods can't be kept hot or cold what should we do?

Probable answer:

Throw it out.

From this we can develop a motto or slogan.

When in
doubt throw
it out

Can you apply this slogan on your job? Do you need to consult with others concerned? Whom?

Get group comments.

4. PRESENT BACTERIA CULTURES

If cultures have been developed from samples taken in Session One, pass them around for members to see and comment briefly on them. Have each labeled so that group members can identify each, as—"cough," "sneeze," etc.

Supplement this by pass-out sheet 2 (a).

Film slides of bacteria may be more effective in those situations where the group is large, i. e., 50 or more persons. (Cooking Slide Set NAVPERS 230070—Vol. VII, Slides No. 18, 19 and 21.)

Here are some cultures (or slides, if used instead) of bacteria we collected with your help in Session One. You can see they have had a few days in which to grow.

They won't do damage here; but how would you like a few served with your meals? Probably you do get some each day, but because you are healthy, they were successfully overcome by your body resistance.

What happens to those persons who have little or no body resistance?

Allow time for comments from the group members.

5. SET STAGE FOR VOLUNTEER DEMONSTRATIONS (15 minutes)

(See Part IV, Appendix 6 for details on how to set up demonstrations.)

Let's take a look now at some of your actual work operations.

We have some volunteers today who will demonstrate how the knowledge and skills we talked about in our first session can be applied.

If there are some violations of correct practices, we will discuss them after Miss (give correct name) has finished with her demonstration. In the main, however, let's first look to see what's right.

We'll also talk about some parts of your work not previously mentioned.

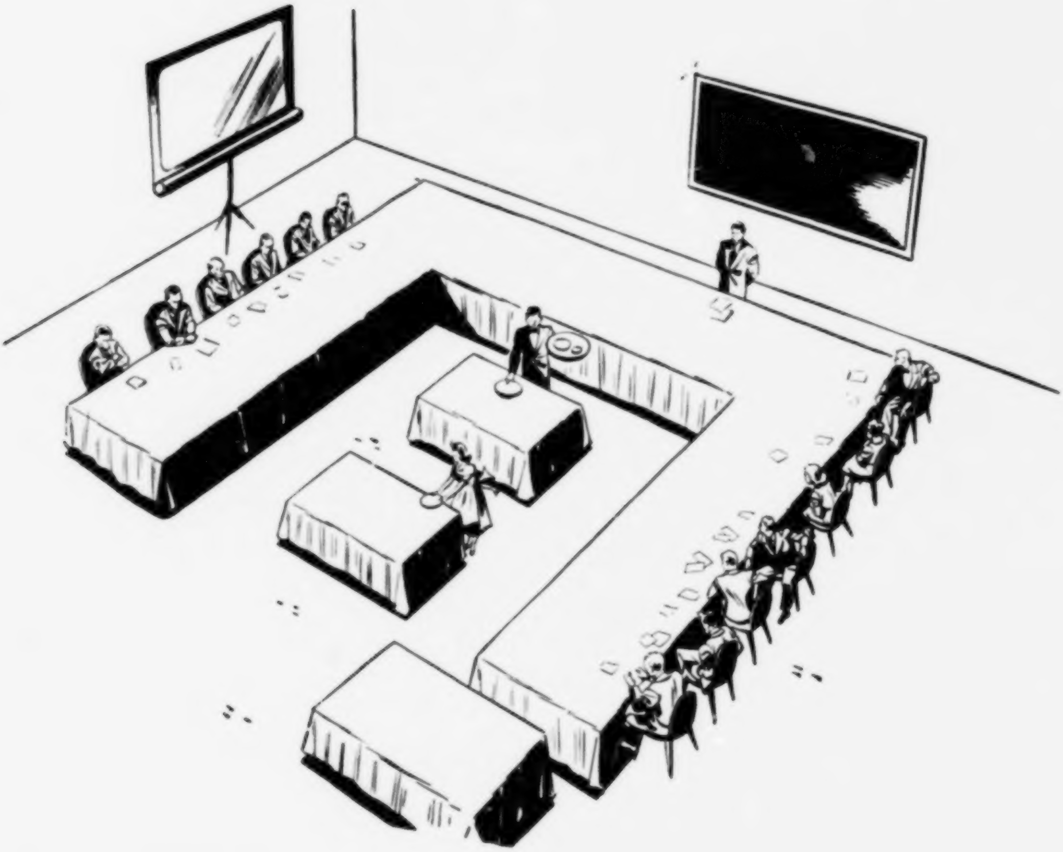
In order that food-service employees may be in a good position to see and hear what's going on, the arrangement of tables and seating should look something like that illustrated here.

Numbers 1 and 2 indicate tables for use in demonstrations. Front table in picture indicates a utility table for demonstration equipment and materials to be used by waitress.

Remaining tables should be used as follows:

(a) For placing utensils by waitress during her demonstration.

(b) For holding bus boy's equipment.



Persons needed for demonstrations:

(a) Waitress or waiter.

(b) Bus boy.

Equipment needed for demonstrations:

(a) Serving tray, clean water glass, glass filled with ice, butter in souffle cup or saucer, knives, forks, spoons, napkins, etc.

(b) Tray with cleaning cloth.

6. CALL UP FIRST DEMONSTRATION

(See Part IV, Appendix 6.)

(Mr.) (Miss) (name), are you ready to put on your demonstration?

Get answer.

Do you have your material and equipment ready?

Get answer.

Do you have your work place properly arranged?

Get answer.

Will you first tell the members of this group briefly what you do in this restaurant?

After she has finished telling what she does, thank her. Next ask her to explain what she is going to do in the demonstration which follows.

Get answer and add any important points, or ask leading questions if important points have been omitted.

Will you now demonstrate for us what you do in this particular situation?

As (he) (she) "sets the table," ask (him) (her) to tell what (he) (she) is doing as (he) (she) does it.

Ask (him) (her) to tell why (he) (she) does it that way. Keep in mind that you, as an instructor, are looking for opportunities to stress sanitation. This should include proper handling of such things as glasses, knives, forks, spoons, butter, dishes, etc.

Now, will you please go ahead with this demonstration, just as you would do your work on the job?

7. DISCUSS FIRST DEMONSTRATION

Thank you, (Mr.) (Miss) (*name*), for this demonstration.

We liked the way you handled the silverware, knives, etc. (if not appropriate, select some other specific part of the demonstration work which was exceptionally well done.)

We noticed that (Mr.) (Miss) (*name*) was careful not to touch the glass here (point to rim of glass), or the fork at the business end which the customer places in his mouth.

Why is that important?

Get answer.

Would you like to comment on your demonstration (Mr.) (Miss) (name)?

Get (her) (his) comment.

Get group comment.

What things did the group members see in this demonstration that should interest all food-service employees?

Get replies and discuss. Use such questions as:

(a) *Why is this necessary?*
(b) *What is its purpose?*

Distribute pass-out sheet 2 (b) (correct practice sheet). Ask group members to place a check mark (√) under the picture which shows correct practice.

Answer questions and get group members to tell how this information can be put to use on the job, or other places.

8. CALL UP SECOND DEMONSTRATION

You are now ready to call up demonstration No. 2.

Follow the same pattern as that given for the first demonstration. You will recall, however, that the bus boy has placed his demonstration equipment on table No. 2.

These demonstrations offer you, the instructor, a real opportunity to do several important things which make the learning process functional.

These are:

(a) When properly handled, the demonstration is probably our best known teaching device (at least in many fields) for off the job instruction.

(b) It enables you and others to see how the job should be done.

(c) It stimulates interest easily.

(d) It provides an opportunity for learners to see their own mistakes and to correct errors.

(e) It is an excellent means of group instruction.

(f) It provides for "overlearning," and thereby insures greater retention of subject matter and methods to be used on the job.

9. SUM UP DEMONSTRATIONS

If it has not already been brought up, the instructor should ask the following questions:

In the prevention of disease, Mr. (dishwasher), what is the relationship of your activity to the work of (Mr.) (Miss) (waiter or waitress)?

Get answer. If he does not know, get others to volunteer.

You will need to point out and/or to stress that the "chain of infection" must be broken all along the line, if good, clean, sanitary food is to be served to the customer.

For example, if the dishes are not sanitized properly, the person who waits on tables can't give the kind of clean service required. Or,

to put it another way, if the waitress handles her knives, plates, saucers, cups, glasses, etc., improperly, then all the sanitary work of others who had previously handled food, dishes, etc., is partially dissipated.

10. INTRODUCE EMPLOYEE COURTESY

In outlining the purpose of this session, you will recall, we mentioned the importance of correct work habits and attitudes, customer service, and courtesy. Let us call it "Employee Courtesy."

Employee courtesy is largely a matter of right attitudes and habits of living. When we have the right attitudes toward them, desirable habits are easier to develop.

11. PREPARE GROUP MEMBERS FOR SHOWING SLIDES

(See Part IV, Appendix 3, for description of slides and numbers.)

Many of these slides are interchangeable. Instructor should choose those most suitable for local needs.

Suppose we take a look now at some slides which deal with employee courtesy.

The slides you will need are numbered as follows:

Cooking Slide Set NAVPERS 230070, Nos. 51, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 68, 69, 73, 77, 78, 79, 82, 83, and 84. Slides listed below are NAVPERS 230070 slides. Slide numbers from the Missouri Division of Health series are given where applicable (MDH No.) and are interchangeable with the corresponding Navy Slides.

When you look at these slides and take part in our discussion of them, watch for those pointers (once you get them) which will pay dividends to you and your employer, and at the same time help the customers who come to your restaurant.

Have your assistant operate projector. You should direct the food-service employees' thinking and questions somewhat as follows throughout the showing.

12. INTRODUCE SLIDES

In our discussion during Session One we mentioned that the hands can be and frequently are major carriers of germs. Germs from their source to food, and from food to persons. Courtesy to your customers begins with safe, clean, sanitary habits of CARING FOR AND USING THE HANDS.

Show Slide No. 51—Hands Habit (MDH No. 59).

What difference do you see between the two hands shown in this picture?

Get group response.

Try to bring out from the group that clean and well cared for hands are not enough—how these hands are used is of equal importance.

Show Slide No. 53—Serving Coffee.

How would you improve on the food-service method shown at the right?

Get response.

(Probable answer.) Bacteria from the top saucer will wash to the cup below.

How do you tie this in with courtesy?

Get answer.

(Answer.) It's discourteous and dangerous to serve the customer with harmful bacteria picked up from the spot where the top saucer could easily have come in contact with a large number of bacteria.

Show Slide No. 54—Handling Glasses.

If you were given an empty drinking glass, would you have any preference in methods shown or illustrated here? That is, the one shown at the right or the one at the left? Why?

Even if the customer does not know which is correct, does it make any difference? Explain why.

(Answer.) Yes. Fingers should not touch any part of the dish or glass which comes in contact with food or drink, because fingers are usually germ carriers.

Show Slide No. 55—Serving Water.

Which of the two habits pictured here is correct? Why?

(Answer.) See answer given for No. 54.

Show Slide No. 56—Handling Plates.

Which of the two methods shown here is the safer for the customer and for you?

Ask group member to explain his answer.

(Answer.) Food-service employee can contract disease from case or carrier.

Show Slide No. 57—Handling Silverware (MDH No. 77).

How would you improve on the silverware handling method illustrated in this picture?

Get response.

What law of sanitation does this method of handling silver violate?

Get group response.

(Answer.) Fingers must not touch any part of the utensil which comes in contact with the customer's food.

Show Slide No. 58—Forks and Fingers (MDH No. 46).

Here you see contact between the business end of a fork and the fingers of someone. Contrast it with the picture at the right.

What difference does it make?

Get response from group.

Now you can't stop to think about bacteria every time you pick up some silverware or a dish.

How can you do this part of your job correctly each time without stopping to think about it?

Get response from group.

You want to build up the idea and agreement that doing the job right depends upon the formation of correct habits.

Show Slide No. 59—Waiting on Tables (MDH No. 49).

What's right in this picture?

Get group response.

Group answers probably won't find much that is right.

Point out the importance of doing it right.

Get group members to tell you how it should be done.

Show Slide No. 60—Opening Milk Bottle (MDH No. 50).

Here is a waitress opening a milk bottle. Note the glass at the left into which the milk will be poured.

Is there any danger to the customer who will drink the milk? Why? How would you do it?

Show Slide No. 61—Handling Single Service Containers.

Is there anything right in either of these two pictures?

How should the job be done?

Hand a worker a pack of paper cups and ask him to demonstrate the correct hand habit.

This should show demonstrator removing paper cup from inverted package, grasping paper cup at outside base.

Show Slide No. 62—Should You Dry-Wipe Utensils or Dishes?

Here we see a food-service employee wiping a dish.

Is this a good habit?

Get response.

What should the worker do with it?

Get response.

(Answer.) Send it back for proper washing and drying.

Show Slide No. 63—How Should the Counter Be Cleaned? (MDH No. 104).

Shown here is the hand of a worker wiping a table or counter with a dirty towel. Note the bacteria or microbes (we'll call them "Mike") spread by the dirty towel. This practice only makes things worse, and besides, there is danger that the towel may be used later to wipe silverware or dishes.

What would a good food-service employee use?

Get group answers.

Show Slide No. 64—Clearing a Used Table (MDH No. 34).

This food-service worker is clearing a used table.

What kind of a hands habit do you see here?

Get group response.

(Answer.) This represents danger to both the employee and the customers who are to be served by the waitress.

What should she do?

Hand a member of the group a dirty plate and ask him or her to demonstrate the right hands habit.

Show Slide No. 65—Picking Up Glasses (MDH No. 35).

Is this a good hands habit? Why?
Whom can it harm, and how?

Get response.

Show Slide No. 66—Problems in Clearing the Table (MDH No. 52).

The food-service employee has a problem here in clearing the table. "Mike," the microbe, is shown on the glass and the napkin. The worker can't see germs.

What precautions are necessary? Why? How should the napkin and glass be handled?

Ask a food-service employee to demonstrate the correct method of handling this situation. (*Note:* Use the materials provided for the demonstration.)

The discussion and demonstration should bring out these points:

(a) Handle as small a part of the napkin as seems reasonable or practical, preferably by the edges.

(b) Wash the hands frequently.

(c) The correct hands habit in handling the glass should require little discussion at this time because you have gone over it one or two times previously.

Show Slide No. 68—Mixing Salads.

At the left side of the screen you see the correct method of mixing a salad.

Why is it correct?

Get response from group members.

Show Slide No. 69—The Sandwich Problem (MDH No. 117).

If you make sandwiches, how can you use the correct hands habit?

(Answer.) Handle with knife and/or fork.

Does this method cut down production?

Get answer.

Note the open straws at the upper right.

How should they be stored?

Get answer.

Show Slide No. 73—Handling the Butter Patty (MDH No. 47).

Here we see the butter patty at the left.

How should it be handled in order to prevent the spread of "Mike"?

(Answer.) Use fork, prong, knife or other germ-free instrument.

When the customer sees finger prints on the butter patty, what does it indicate to him?

Get reply.

Show Slide No. 77—Wash Hands Thoroughly and Frequently.

We have talked a lot about the correct hands habit. Let's consider briefly at this time the handwashing habit.

Why is it necessary? When?

Get answer.

How should it be done?

Get answers.

Show Slide No. 78—Handwashing Facilities.

Note arrangement for sanitizing the hands.

Show Slide No. 79—Catch the Sneeze.

Why is this necessary?

Get response.

Show Slide No. 82—Hand to Mouth.

Did you ever see this one in your restaurant?

What can you do about it?

Get response from group.

Show Slide No. 83—Casual Sampling.

What's the right way to do it? Why?

Get group answers.

Show Slide No. 84—More on Hand-to-mouth Habit (MDH No. 87).

Here is one of the most common hand-to-mouth habits. If we or others could see "Mike" as clearly as he is shown here, the habit might be easier to break. Almost everything else looks good in this picture.

Call attention to hair net, dress, etc.

What's the best way to break a habit?

Get response from group members. Probable answers:

(a) Put a new and better one in its place.

(b) Make up your mind that you will try to do it right each time.

(c) Concentrate on it.

(d) Get someone to help you by reminding you; get annoyance from the old habit.

(e) Practice. Keep in mind that practice makes for perfection only when the practice itself is correct.

(f) Stick to it.

(g) Get satisfaction from it.

(h) Be sure you know why you discarded the old one.

(i) Convince yourself you needed to form a new (correct) habit.

(j) Others.

13. CLOSE SESSION TWO

Thank group members for their help in today's session. Call special attention to the demonstration at the beginning of Session Two and ask the members if they would like others for Session Three.

Get answers.

(a) Get someone (preferably a waitress or cook) to volunteer for the handwashing demonstration. Ask the volunteer to stay for 5 minutes after the meeting has adjourned. Let (him) (her) know you will tell (him) (her) definitely what (he) (she) is to do, and how.

(b) Distribute pass-out sheet 2 (c) and 2 (d) and ask group to keep it for future reference. Review Session Two high lights.

(c) Announce date, hour, and place of next meeting.

Our next food-service-employee training session will be held on ____________, at __________,
(Date) (Hour)
in ____________. As usual our sessions will last
(Place)
for ____________.
(Minutes)

During our next meeting we will take up the subject of food—how to handle, store, refrigerate, etc.

Let's adjourn.

Close on time.

Instruct volunteer in private after session closes. Instruction to volunteer should include:

(a) Imitation or burlesque of a food-service employee washing his hands. Demonstrate it for the food-service employee and have him demonstrate it for you. (Use dirty towel, etc.)

(b) Illustrate correct method. Stress need for thoroughness, soap, plenty of warm water, time necessary, clean towel, cleaning fingernails, etc.

(c) Ask the volunteer to practice this procedure a few times before the next session, because you both want it to be good.

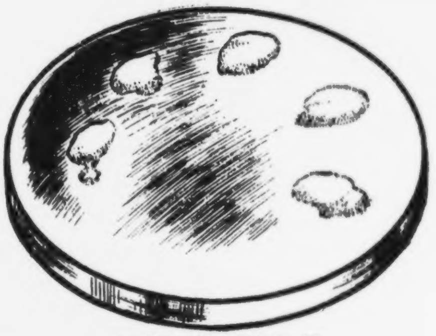
(d) Be sure he knows what materials to bring for use during the demonstration. See item two.

(e) Have the volunteer make a list (or write it down for him) of materials and equipment he must bring for the demonstration. Give him your telephone number so that he may call you if he has questions. Get his telephone number also, so that you can check with him the day before the demonstration, to make sure he will be ready.

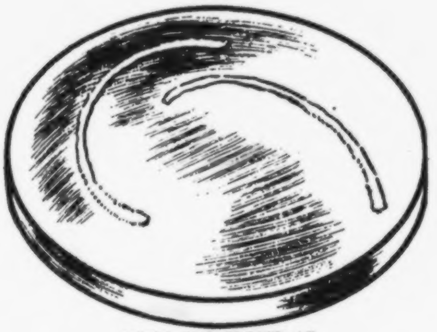
(f) See Session Three for additional details.

14. PASS-OUT SHEETS FOR DISTRIBUTION IN SESSION TWO

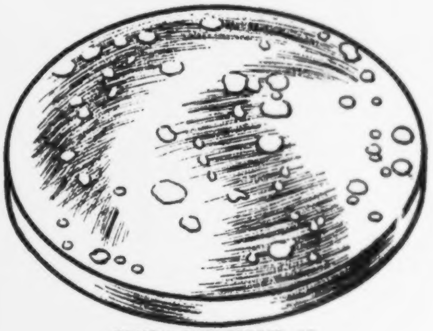
FIGURE BELOW SHOWS CONTAMINATION BY:



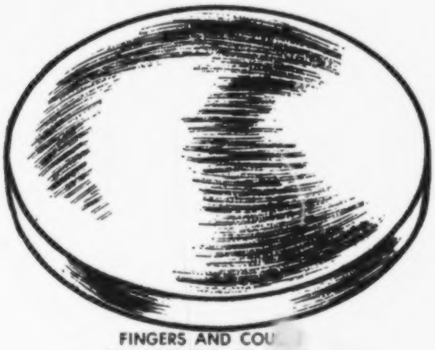
FINGERS AND STORED AT
ROOM TEMPERATURE
FOR 24 HOURS



HAIRS AND STORED AT
ROOM TEMPERATURE
FOR 24 HOURS



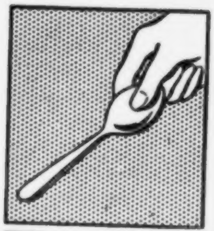
COUGH AND STORED AT
ROOM TEMPERATURE
FOR 24 HOURS



FINGERS AND COU[illegible]
REFRIGERATED AT 40° F.
NO VISIBLE GROWTH
AFTER 24 HOURS

P. O. 2 (a)

Directions: One of the pictures in each of the sets of two below is correct. Place a (√) mark under the pictures that show correct practice.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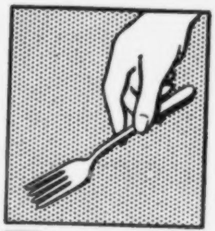
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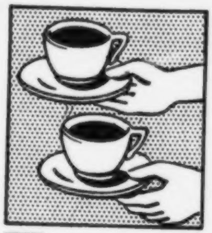
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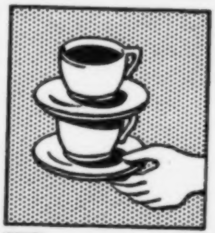
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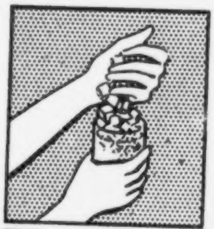
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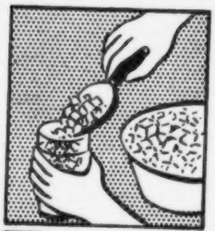
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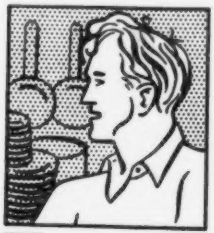
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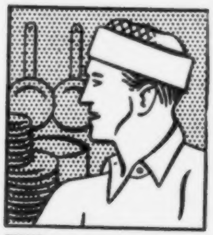
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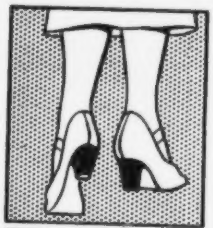
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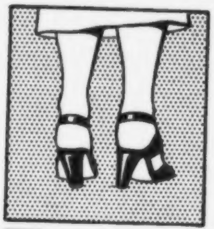
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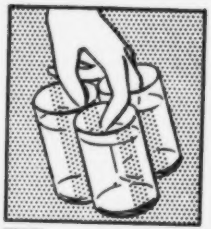
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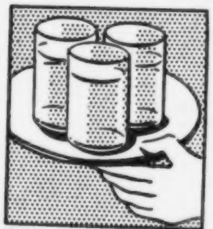
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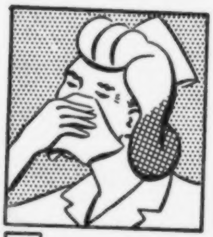
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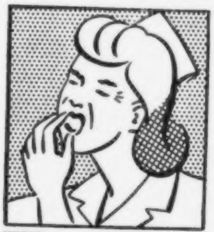
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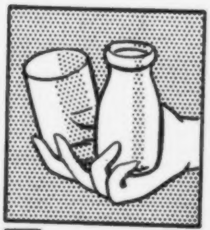
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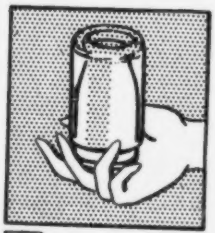
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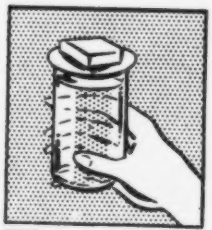
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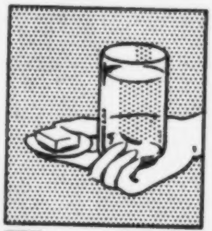
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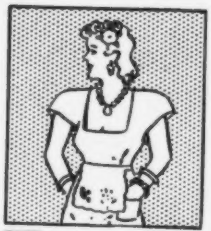
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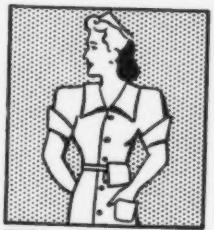
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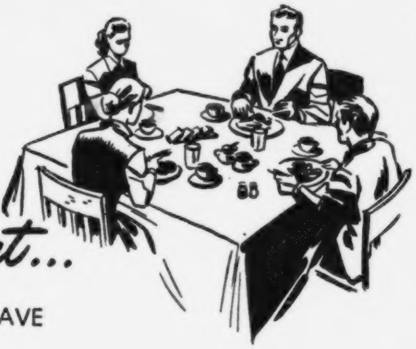
P. O. 2 (b)

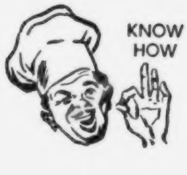
WITH GOOD CLEAN FOOD
SERVED IN A CLEAN RESTAURANT



Patrons want...

FROM THOSE WHO HAVE

PROMPT SERVICE



KNOW HOW

CORRECT POSTURE

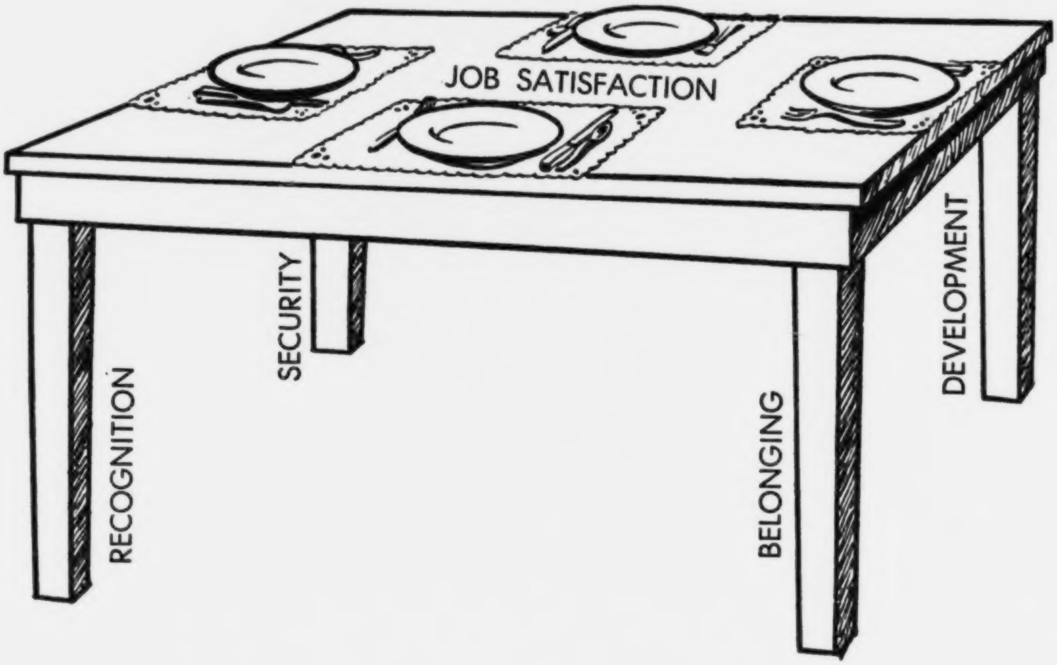
COURTEOUS MANNERS

PERSONAL HABITS OF CLEANLINESS

PROPER ATTIRE

GOOD HEALTH

FROM THESE YOU GET:



YES...WE ALL WANT TO:
1. DEVELOP
2. BELONG

AND WE ALL NEED:
3. SECURITY
4. RECOGNITION

P. O. 2 (d)

15. VISUAL AID REFERENCES

1. *16-mm. motion pictures:*

Principles of Food Sanitation.[2]

Best Food in Town.[2]

Eating Out.[2]

Stowaway—Part I, Disease and Personal Hygiene.[2]

Hospital Food-Service-Personnel Training—Part II, The Individual.[2]

Behind the Menu.[1]

Hashslinging to Foodhandling.[2]

Safe Service.[3]

Hospital Food-Service-Personnel Training—Part IV, Serving Foods.[3]

2. *35-mm. filmstrips:*

Our Health Is in Your Hands Series—Part II, Service with a Smile.[2]

Tommy Fork and His Fountaineers.[2]

3. *2" x 2" slides:*

Division of Health of Missouri—Slides Nos. 34, 35, 46, 47, 49, 50, 52, 59, 77, 87, 104, 117.[1]

(These slides may be used if adapted to the suitable script.) 35, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 51, 54, 55, 56, 61, 62, 65, 66, 67, 68, 70, 71, 72.[2]

Cooking Slide Set, NAVPERS 230070, Department of the Navy, Vol. VII, Slides Nos. 18, 19, 21, 51, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 68, 69, 73, 77, 78, 79, 82, 83, 84.[1]

Selected Slides, Food Sanitation Slides, State of California.[2]

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[1] Recommended for this session.

[2] Optional for this session.

[3] Others suitable for this session.

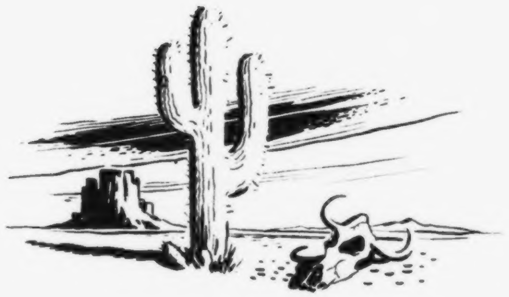
SESSION THREE

Food Preservation

Paragraph Page

1. *Have Everything Ready Before You Start to Instruct* 44
2. *Purpose of Session Three* 44
3. *Open Session Three* 44
4. *Review Session Two* 44
5. *Temperature and Its Relation to Food* 44
6. *Demonstration—How to Wash Your Hands* 46
7. *Prepare Group Members for Showing of Filmstrip* 47
8. *Show Film* 48
9. *Discuss Film* 48
10. *Look at Film Again* 48
11. *Expand Refrigeration Discussion* 48
12. *Develop "What and How" Chart for All Those Who Use the Refrigerator* 48
13. *Close Session Three* 49
14. *Pass-Out Sheets for Session Three* 50
15. *Visual Aid References* 53

IT'S DRY . . .



. . . AND SO ARE YOU, IF YOU DON'T MAKE YOUR INSTRUCTION INTERESTING TO THE FOOD-SERVICE EMPLOYEE! USE:

1. Questions
2. Stories
3. Training Aids
4. Demonstrations
5. Tryout Performance
6. Follow-ups on the job.

1. HAVE EVERYTHING READY BEFORE YOU START TO INSTRUCT

THINGS TO DO	REMINDERS
Have materials and equipment ready; also assistant if films or slides are to be used.	Be sure you have: • The volunteer you secured in Session Two ready to put on the correct handwashing demonstration. Telephone to make sure he is ready, has selected room for demonstration, etc. • Checked films and slides. (See Part IV, Appendix 3 for detailed information on utilization of visual aids selected and see paragraph 15 of this session for alternate choices.) • Projection machines. • Set up all equipment before session starts. • Pass-out sheets 3 (a), 3 (b), 3 (c). • Checked bibliography, Part IV, Appendix 1.
Have assembly room properly prepared.	• Arrange room as suggested for Session One.

2. PURPOSE OF SESSION THREE

(a) To discuss the "what" and "why" of refrigeration.

(b) To discuss safety measures to be taken in the preparation of foods.

(c) To discuss storage of foods.

(d) To work out ways in which right habits of food service may be developed.

3. OPEN SESSION THREE

Continue informal atmosphere. Express your appreciation for continued interest by group members in food-service-employee training.

Remind group members that you need their ideas and pooling of thought on food-service-employee training.

4. REVIEW SESSION TWO

Touch on the high points of Session Two and those things you want to be sure every one retained from the session.

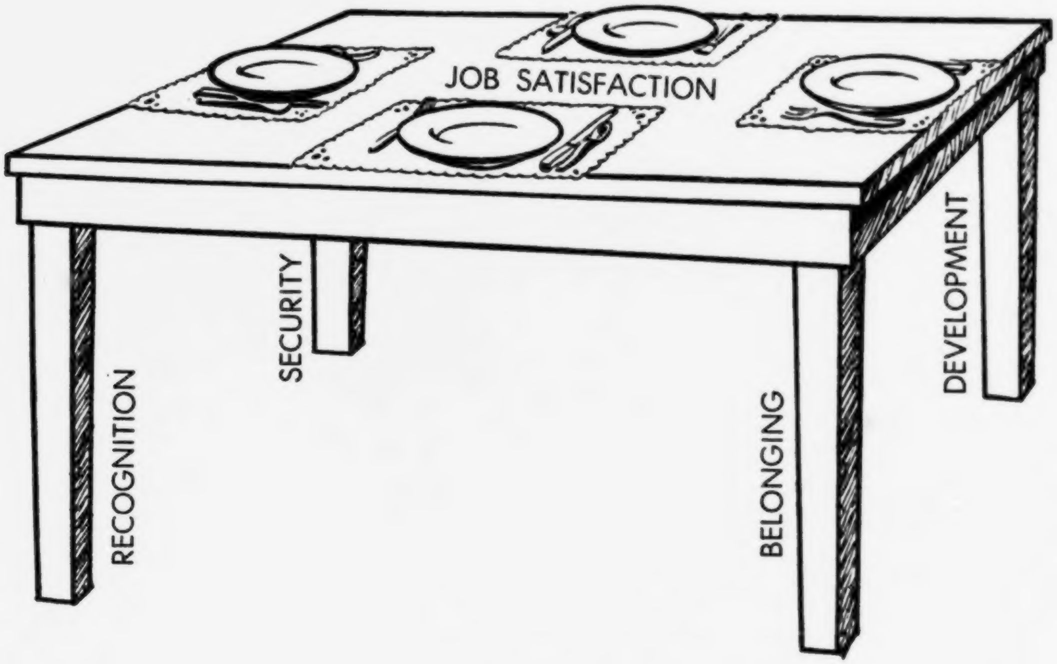
Answer questions if group members want further interpretation on any points not made clear in previous sessions.

5. TEMPERATURE AND ITS RELATION TO FOOD PRESERVATION

In previous sessions, when discussing bacteria—how they live, where they live, and how they differ—we said that they do not like places that are extremely hot or extremely cold.

This fact is important. In our session today we will discuss food—not food for bacteria, but food for humans. So, today, we need to refresh our knowledge about the preparation and the storage of food.

FROM THESE YOU GET:



YES,..WE ALL WANT TO:
1. DEVELOP
2. BELONG
AND WE ALL NEED:
3. SECURITY
4. RECOGNITION

P. O. 2 (d)

15. VISUAL AID REFERENCES

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(These slides may be used if adapted to the suitable script.) 35, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 51, 54, 55, 56, 61, 62, 65, 66, 67, 68, 70, 71, 72.[2]

Cooking Slide Set, NAVPERS 230070, Department of the Navy, Vol. VII, Slides Nos. 18, 19, 21, 51, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 68, 69, 73, 77, 78, 79, 82, 83, 84.[1]

Selected Slides, Food Sanitation Slides, State of California.[2]

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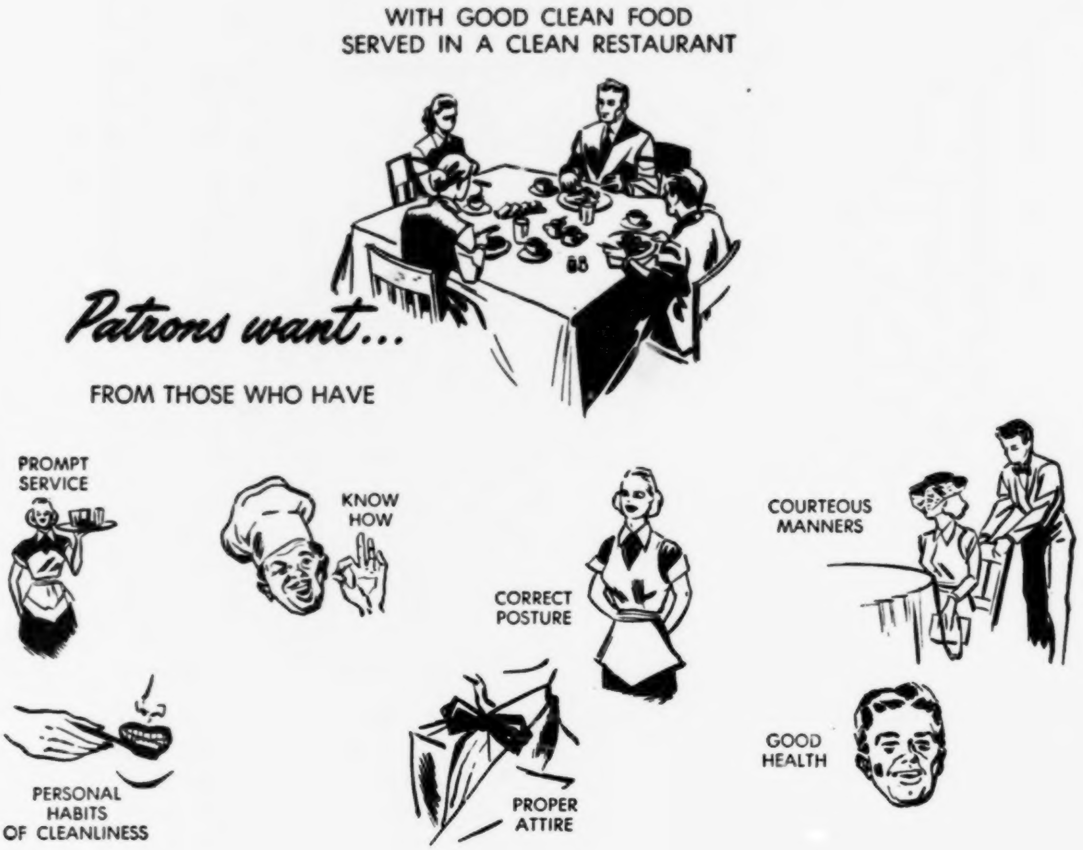
[2] Optional for this session.
[3] Others suitable for this session.


WITH GOOD CLEAN FOOD
SERVED IN A CLEAN RESTAURANT
Patrons want...
FROM THOSE WHO HAVE
PROMPT SERVICE
KNOW HOW
CORRECT POSTURE
COURTEOUS MANNERS
PERSONAL HABITS OF CLEANLINESS
PROPER ATTIRE
GOOD HEALTH

Usually food right off the stove is safe. Whenever possible, food should be prepared just before it is needed, to avoid long storage. During the serving hours, hot foods should be kept really hot on a steam table—above 140°. This requires water temperature of over 190° F.

Never let food stand for any length of time at room temperature.

In case foods are not used immediately after cooking, they should be stored in a refrigerator at a temperature below 50° F.

We need to keep in mind that although high temperatures will kill bacteria, freezing temperatures may not. Cold temperatures may only slow their growth.

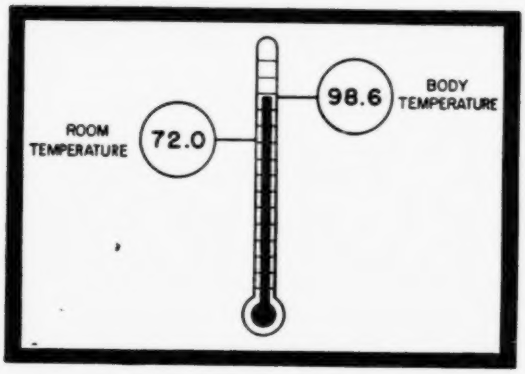
How can we tell when the desired hot or cold point has been reached in food storage?

Get answer.

That is correct, we must use a thermometer.

Guessing is dangerous because bacteria, as we have said in earlier sessions, grow well at body temperature or ordinary room temperature.

Sketch a thermometer on blackboard.



Ask questions similar to those which follow.

What temperature should a thermometer show if you are going to place salad or cream pie in storage?

Get answer.

If you are to store cooked food such as hams and salad for ready use, what is the proper temperature to prevent the growth of bacteria?

Get answer.

What are some of the common foods and drinks that should be stored below 50° F.?

Get answer. (This should include all custard-filled and cream-filled pastries, milk and milk products, egg products, meat, fish, shellfish, gravy, poultry stuffing and sauces, dressings and salads which have meat, fish, eggs, milk or milk products in them.)

We can sum up this part of our discussion by saying:

(a) Don't leave food out overnight or between meals.

(b) Watch those thermometers—don't guess!

Now, here is a chart which gives some exact temperatures to be applied in refrigeration of foods.

Distribute pass-out 3 (a), "Recommended Temperature Chart for Food Refrigeration."

Discuss it briefly (unless adequately explained previously), and ask group members to keep it for future reference and use on the job.

What are some of the ways in which we can check on the safety of food before storage?

(Probable answer to be developed) our judgment may be aided if we know:

(a) The source of the supply;

(b) How far it was shipped;

(c) Whether or not it was handled under the supervision of an official agency.

(d) Whether or not it has spoiled on the way, etc.;

(e) Its age;

(f) How it "smells";

(g) Official inspection stamp (e. g., meat).

During preparation hours food is often left on the table for short periods of time.

How can such foods be protected?

Get response.

(Answer.) Keep them covered.

Why is it important that these and other foods be covered?

Get answer.

Read or tell of typical food poisoning out-

break such as the one which follows (substitute local happening when possible):

Upon our arrival in City A, we contacted Mr. John Doe, the local sanitarian, who discussed with us the number of people at that time known to be suffering from food poisoning, and the food consumed by each.

The common food consumed in each case was banana cream pie which all originated from one source, the City A Hotel. An investigation of the hotel cooking facilities was made, and the kitchen was found to violate practically every rule of food sanitation covered by the State food laws.

After contacting the operator, Mrs. B, we learned that 15 pies were baked on Saturday morning. The process of making the pies was as follows: The pie shells were baked the preceding day and on Saturday morning the helper, Mary S. cut the bananas by hand and placed them in the bottom of the pie shell. For the past 2 days Mary S. had had diarrhea and vomiting. Between the hours of 7:30 a. m. and 8:30 a. m., the pie filler and meringue were prepared by mixing 5 quarts of skim milk, 10 cups of sugar, 20 eggs, 20 tablespoons of flour, and extract. This filler was then cooked for 30 minutes and allowed to cool for 1½ hours at room temperature. The filler was then poured over the bananas, a meringue was added and the pies were returned to the oven to brown the meringue. The pies were removed and delivered to several restaurants and grocery stores, with delivery completed by 11 a. m.

The homes of several of the victims were visited, and the sick people were asked where the pie was purchased, when the pie was consumed, and when the first symptoms developed. In each home visited the people became violently sick within 1½ to 2 hours. The symptoms were dizziness, vomiting, diarrhea, cramping in the arms and legs, and, in some cases, numbness of the fingers and feet.

There were 29 people involved in this outbreak. Several of the victims were admitted to hospitals.

Samples of six different banana cream pies were returned to the State capital for laboratory analysis. Also, four specimens of vomitus and four feces specimens from various patients were sent to the laboratory for analysis.

Laboratory results indicate, in our opinion, that the food poisoning outbreak was probably caused by staphylococcus enterotoxin which was introduced into the cream-filled pie early Saturday morning. This study further revealed gross contamination, in all pie samples, of E Coli (fecal contamination). This indicates very bad food-service practices.

The credit for early control of the outbreak and possible prevention of additional sickness, and for obtaining the pie samples, vomitus, and feces samples, should be given entirely to the local sanitarian who performed his duties in an excellent fashion. His alertness and cooperation with this department enabled us to obtain the required data.

***Note:* To obtain information on other typical food poisoning outbreaks, consult "Plague on Us," by Geddes Smith, published by Commonwealth Fund, New York, 1941.**

6. DEMONSTRATION— HOW TO WASH YOUR HANDS

In looking at the group members, I note ____________ people who have placed their hands
(Number)
as I am now doing.

Place hand at mouth.

In order to keep hands from contaminating food during preparation and serving, we must keep them clean. We can do this by washing our hands thoroughly and often.

Explain purpose of demonstration.

We have arranged for a demonstration to be put on by a food-service employee from ___________,
(Name)
who will instruct us in the way the washing of hands should be done. Will each of you observe closely how he does the job? Make notes if you like. We will talk about the method used after he has finished his demonstration.

Set the stage for the demonstration.

This demonstration is put on to bring out some points we discussed during Session Two, and to review the principles of cleanliness about which we talked.

Success in all sanitation activities, as outlined in this food-service-employee training course, is based on correct instruction, correct practice, and constructive criticism. We all want to make progress in our work here, but real progress comes only through learner activity. That is why we have had and will continue to have demonstrations and discussion in our training sessions.

______________, are you ready to put on
(Name)
your demonstration?

Get response.

Will you come to the front of the room, get your materials ready and arrange your work place properly?

Allow not more than 1 or 2 minutes for the demonstrator to arrange materials, etc.

Now, will you tell us what you are going to demonstrate?

Be sure he points out to the group that the first handwashing demonstration is a burlesque. Add any additional information that seems necessary. Have demonstrator burlesque this part—dip fingers in water, shake off water, and dry on dirty towel or clothes.

Now ask the demonstrator to do the job correctly, and explain what he is doing. Group questions should be withheld until after the demonstration.

Now, Mr. ____________, will you do this job correctly, and explain what you do as you do it?

Immediately after the demonstration, make some favorable comment on it. Be specific; don't overemphasize.

Ask demonstrator for comments.

Mr. ____________, would you like to comment on your demonstration?

Get demonstrator's comment.

Get group comments.

What suggestions, questions, or comments does the group have for Mr. ____________?

Encourage group members to point out strong and weak points of the demonstration. Prompt the group by asking questions when necessary, to bring out omissions, strong points, etc.

Thank the demonstrator for his work.

7. PREPARE GROUP MEMBERS FOR SHOWING OF FILMSTRIP

The filmstrip we have here is entitled, "Safe Food for Good Health." In it you will want to look for:

After the showing we want to talk about these things and how a good food-service employee will use this information on the job.

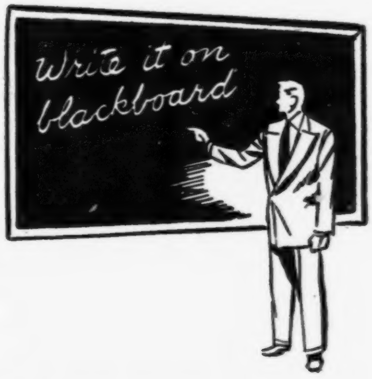
Other appropriate filmstrips or sound films may be used. A list suitable for this session is given in Paragraph 15 of this session. Your list of things to stress should not differ significantly from the blackboard work shown here.

In subsequent sessions you will devote one hour to each of the following:

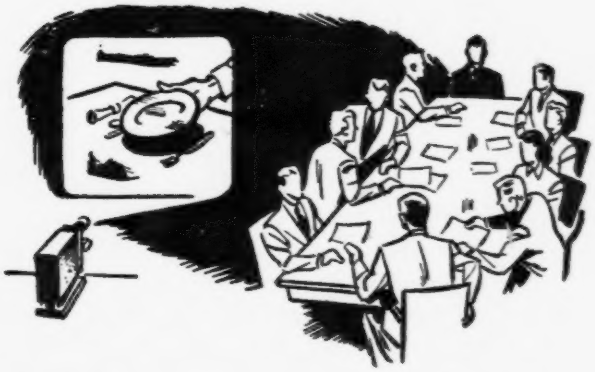
(a) Flies, rats, roaches.

(b) Housekeeping.

For that reason they are touched on lightly in Session Three.



1. Tell group members what to look for before showing film.



2. Show film.

3. Follow through with discussion and questions on film showing.

1. Checking and washing vegetables
2. Checking bent cans
3. Government inspected meats
4. Milk: what to buy, storage, serving
5. Refrigeration and care of food
6. Storage of food-shelves
7. Daily cleaning
8. First-aid kits
9. Sprays—poison—how to use and where to place

8. SHOW FILM

Have your assistant start projector and record.

Comment is not necessary during the showing.

9. DISCUSS FILM

Group discussion should be about the specific things you listed on the blackboard (or flip chart if used).

You may begin as follows:

You noticed that the list of food items delivered to the restaurant was carefully checked.

What specific things were mentioned?

How were the canned goods and vegetables inspected?

Why are the fruits and vegetables washed?

What do you look for in buying safe meats, etc.?

Follow pattern previously outlined.

Continue until you have covered items listed on the blackboard. Group discussion is important.

10. LOOK AT FILM AGAIN

Let's take another look at this film on "Safe Food for Good Health," and this time we will not use the record or narration—just the film.

Turn to frames in need of further emphasis and discussion.

Remember you, as the instructor, are primarily interested in three things:

(a) Getting as much overlearning as possible.

(b) Stressing mostly those practices in good food handling which, from the discussion, were not clear to your learners.

(c) Promoting additional opportunities for questions from group members.

Conclude discussion on points brought out in film.

11. EXPAND REFRIGERATION DISCUSSION

Now, we have brought out some things on refrigeration, mainly concerning temperatures. Let's take a look now at some do's and don't's for those who use the refrigerator.

The air in a refrigerator must circulate; otherwise, we can't get the temperature down to below 50 degrees.

Distribute pass-out sheet 3 (b).

Here is how the cooling takes place.

In this refrigerator, which will cool faster—the lamb or the beef?

Get response.

In this diagram how would you place other foods to be cooled? Why?

Get response, such as: Proper cooling requires air circulation.

Why is defrosting necessary? When should it be done? Why?

Get response.

12. DEVELOP "WHAT AND HOW" CHART FOR ALL THOSE WHO USE THE REFRIGERATOR

Now, from this illustration and our discussion, suppose we develop a "what and how" chart that will help us to give safe food service to our patrons.

Apply principles and practices of refrigeration and usage. Draw from group. You may get something like that on page 49.

Distribute pass-out sheet 3 (c). Call attention to section marked "To Get the Best From Your Refrigerator."

Here is a summary of what we talked about. The man who made it up had about the same ideas on refrigeration that you people have.

13. CLOSE SESSION THREE

In our session today, we have emphasized the importance of sanitation. We said that it is necessary to keep the food hot or keep it cold. We need to use a thermometer, because it isn't safe to guess. A typical case of food poisoning was described to you. We reviewed a filmstrip called "Safe Food for Good Health." Next, we talked about the principle of cooling as it applies to storage, and from this we developed the WHAT and WHY of refrigeration.

Call attention to section of pass-out sheet 3 (c), captioned "Safe Food for Good Health."

Here is a brief summary of some of the things we talked about today. Keep it for future reference and study.

Announce next meeting.

Our next meeting will be held on ______________,
(Date)
__________, in ________________________
(Hour) (Room) (Location)

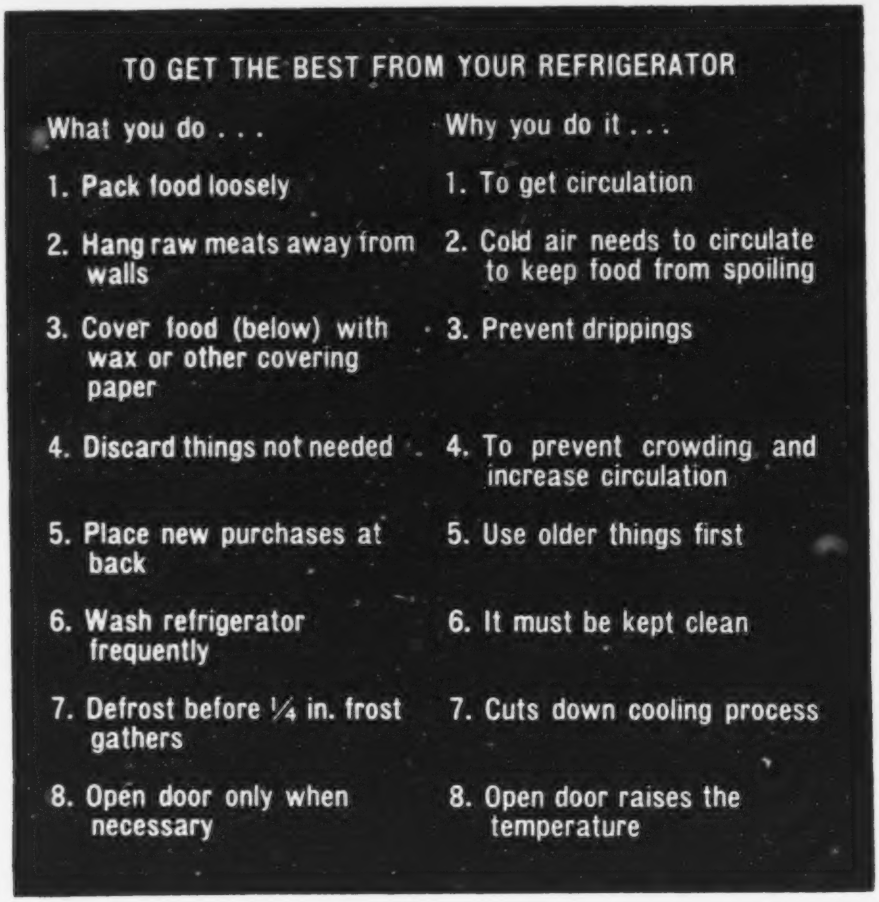
Adjourn meeting.

Thank group for their interest and participation in today's meeting.

On ______________, we will talk about a very lively topic — rodent and insect control.

Dismiss on time.

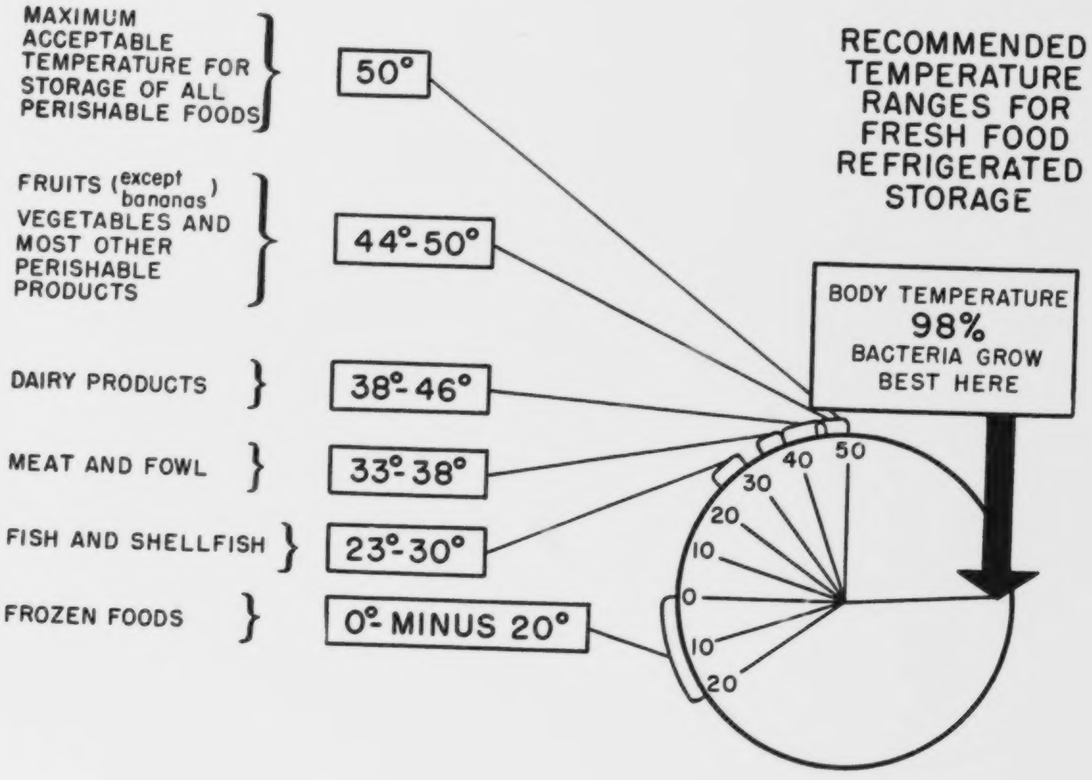
Appropriate remarks.



TO GET THE BEST FROM YOUR REFRIGERATOR

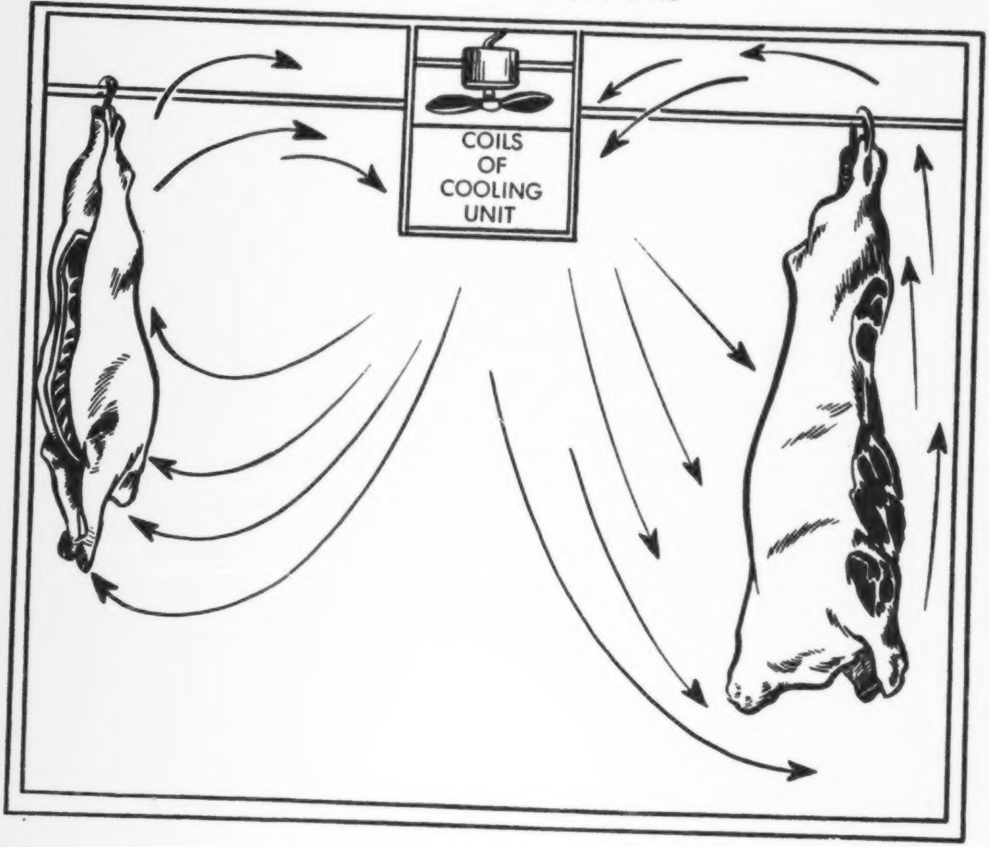
What you do . . .	Why you do it . . .
1. Pack food loosely	1. To get circulation
2. Hang raw meats away from walls	2. Cold air needs to circulate to keep food from spoiling
3. Cover food (below) with wax or other covering paper	3. Prevent drippings
4. Discard things not needed	4. To prevent crowding and increase circulation
5. Place new purchases at back	5. Use older things first
6. Wash refrigerator frequently	6. It must be kept clean
7. Defrost before ¼ in. frost gathers	7. Cuts down cooling process
8. Open door only when necessary	8. Open door raises the temperature

14. PASS-OUT SHEETS FOR DISTRIBUTION IN SESSION THREE


MAXIMUM ACCEPTABLE TEMPERATURE FOR STORAGE OF ALL PERISHABLE FOODS
50°
FRUITS (except bananas) VEGETABLES AND MOST OTHER PERISHABLE PRODUCTS
44°-50°
DAIRY PRODUCTS
38°-46°
MEAT AND FOWL
33°-38°
FISH AND SHELLFISH
23°-30°
FROZEN FOODS
0°-MINUS 20°
RECOMMENDED TEMPERATURE RANGES FOR FRESH FOOD REFRIGERATED STORAGE
BODY TEMPERATURE 98%
BACTERIA GROW BEST HERE
50
40
30
20
10
0
10
20

P. O. 3 (a)

REFRIGERATED AIR CURRENTS


COILS
OF
COOLING
UNIT

In this diagram, where would you place other foods to be cooled? Why? Why is defrosting necessary? When should it be done? Why?

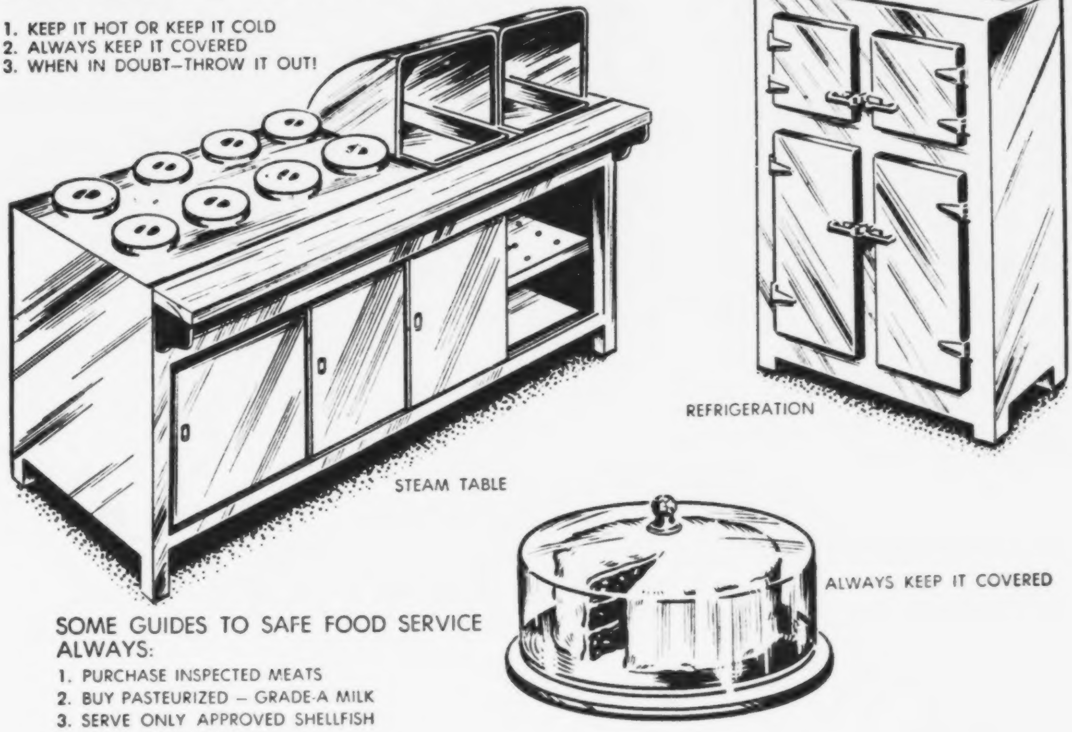
P. O. 3 (b)

TO GET THE BEST FROM YOUR REFRIGERATOR

What you do	*Why you do it*
1. Pack food loosely.	1. To get circulation.
2. Hang raw meats away from walls.	2. Cold air needs to circulate to keep food from spoiling.
3. Cover food (below) with wax or other covering paper.	3. Prevent drippings.
4. Discard things not needed.	4. To prevent crowding and increase circulation.
5. Place new purchases at back.	5. Use older things first.
6. Wash refrigerator frequently.	6. It must be kept clean.
7. Defrost before ¼-inch frost gathers.	7. Frost slows cooling process.
8. Open door only when necessary.	8. Open door raises the temperature.

SAFE FOOD FOR GOOD HEALTH

1. KEEP IT HOT OR KEEP IT COLD
2. ALWAYS KEEP IT COVERED
3. WHEN IN DOUBT—THROW IT OUT!



SOME GUIDES TO SAFE FOOD SERVICE
ALWAYS:

1. PURCHASE INSPECTED MEATS
2. BUY PASTEURIZED – GRADE-A MILK
3. SERVE ONLY APPROVED SHELLFISH
4. AVOID BENT CANS
5. WASH ALL FRUITS AND VEGETABLES

15. VISUAL AID REFERENCES

1. *16-mm. motion pictures:*
   - Forty Billion Enemies.[1]
   - How To Get the Most Out of Your Refrigerator.[1]
   - The Stowaway, Part III.[2]
   - Hospital Food Service, Part I.[3]
   - Hospital Food Service, Part IV.[3]
   - Meats with Approval.[2]
   - It's No Picnic.[2]
   - Trichinosis.[2]
   - Meals for Millions—Serve Them Right.[2]
   - Meals for Millions—Watch Your Health.[3]
2. *35-mm. sound film strips:*

   Our Health in Your Hands, Part IV, Safe Food for Good Health.[1]

   Worms in Your Muscles.[2]
3. *2" x 2" slides:*

   Selected slides, Food Sanitation Slides, State of California.[2]

   Selected slides, Cooking Slide Set, NavPers 230070, Department of the Navy, Volumes VII and VIII.[3]

   Selected slides, Slides on Foodhandler Training, Division of Health of Missouri.[3]

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[1] Recommended for this session.

[2] Optional for this session.

[3] Others suitable for this session.

SESSION FOUR

"Keep 'Em Out"

Paragraph		Page
1.	*Have Everything Ready Before You Start to Instruct*	55
2.	*Purpose of Session Four*	55
3.	*Open Session Four*	55
4.	*Introduce Subject for This Session*	55
5.	*Brief History of Rats*	56
6.	*Prepare Group for Film on Rodent Control*	56
7.	*Introduce the Subject of Flies, Roaches, and Other Insects*	57
8.	*Close Session Four.*	58
9.	*Pass-Out Sheets for Session Four*	59
10.	*Visual Aid References*	61

THE FOOD-SERVICE EMPLOYEE LEARNS THROUGH HIS SENSES.
The more senses he uses while learning, the faster he will learn.

1. HAVE EVERYTHING READY BEFORE YOU START TO INSTRUCT

THINGS TO DO	REMINDERS
Have materials and equipment ready; also assistant if film or slides are to be used.	You will need: ● A projectionist. ● Slides or flip charts. ● Sound films. Make choices from paragraph 10, this session, and from Part IV, Appendix 3. ● Pass-out sheets.
Have assembly room properly arranged.	● Arrange room as suggested in Session One.

2. PURPOSE OF SESSION FOUR

(a) To give a brief history of man's fight to destroy rats, flies, and roaches.

(b) To emphasize the need for continued efforts to prevent the spread of disease by eliminating rodents and insects.

(c) To show how food-service personnel can combat rodents and vermin successfully in food establishments.

3. OPEN SESSION FOUR

Maintain friendly relations developed in previous session.

Remind group members that their comments, suggestions, and assistance in putting on demonstrations have aided greatly in keeping the interest high in these food-service employee-training sessions.

Review briefly the key points from Session Three. Stress those knowledges and skills that should be practiced on the job.

Answer pertinent questions which may arise from Session Three.

4. INTRODUCE SUBJECT FOR THIS SESSION—RODENTS AND INSECTS

In previous sessions, we talked about an enemy not visible to the naked eye. Today, we will direct our attention to some we can easily see and, I might add, in some places too often and too many.

I mean the *fly*, the *rat*, and the *roach*.

Rats

Flies

Roaches

You will recall I said, a moment ago, "Too often and too many."

Now how many flies, how many rats, and how many roaches are too many?

Get response from group members.

If you see one cockroach, you may be reasonably certain that there are many of them. They live in groups.

A restaurant owner was asked the question, "Do you have roaches?" He answered, "Yes, we do have a few." The reply he got was, "You know there is no such thing as a few cockroaches!"

Allow time for group members to comment.

Is this true in the case of rats?

Allow time for group members to comment.

Point out that warehouses and food establishments are places liked best by rats, and that rats live in colonies.

5. BRIEF HISTORY OF RATS

Let's look back over a few centuries and see what damage the rat has done to man.

Let's also review what *we have done* to rats and what we must continue to do.

Develop a 2-minute talk on the subject of rats—see Part IV, Appendix 2.

Cite some of the following, or add others as desired:

(a) Rats have followed man to nearly all parts of the world.

(b) They have carried disease to people.

(c) The London Plague in the 17th century killed over 17,000 persons.

(d) Economic aspects: It costs 1 dollar per year to maintain a rat, or 2 dollars per year in periods of inflation.

(e) Rats were probably brought to this country in colonial days by vessels docking in seaport areas.

(f) Rat-borne disease came with them.

(g) We have had epidemics of plague from rats—see Part IV, Appendix 2.

(h) Rat-borne diseases of most importance to us in this discussion are trichinosis, Weil's disease, salmonellosis, typhus, and plague.

(i) In those cities where there are no regular trash and garbage collections, we find the greatest rat problem; also where floods, tornadoes, or other emergency conditions disrupt garbage and trash collection.

Some of you may be thinking, "I never touch rats, so why should I be concerned?"

Get group discussion and bring out following points:

(a) Rat urine contaminates food.

(b) Rat feces contaminate food.

(c) Fleas live on rats, and we know that fleas carry disease to man.

(d) Hogs eat rats; man eats hogs in the form of pork chops, sausage, bacon, etc. He gets trichinosis when these products are inadequately cooked.

Distribute pass-out sheet 4 (a), "Cycle of Transmission of Trichinosis from Host to Host."

Here is an illustration which may help you to understand the cycle of transmission of trichinosis from host to host.

6. PREPARE GROUP FOR FILM ON RODENT CONTROL

PREPARE THE FOOD-SERVICE EMPLOYEE FOR SEEING THIS PICTURE.
Follow Important Steps In Good Film Utilization.

Use films for special needs when time permits.

Now that we understand why we should all be concerned about rats, their habits, what to do about them and how to do it, let's take a look at the film entitled "_______________."

When you look at this film watch for important points and list on blackboard.

(a) Show film. Have operator start machine.

(b) Discuss film content. (See film utilization sheet, Part IV, Appendix 3.) At the close of the film, ask group members to bring out the important points in rodent control and write on blackboard.

LIST ITEMS HERE

Ask members to explain how this information can be applied to their jobs.

Continue discussion with items you listed on board—add others brought out by group members.

Your group discussion may lead to the following:

(a) Get rid of rubbish.
(b) Close openings and breaks in walls, etc.
(c) One-half inch opening admits rats.
(d) Use concrete for repair and construction.
(e) Set traps.
(f) Place garbage in tight cans promptly; wash can regularly.
(g) Leave no food out overnight.
(h) Others.

7. INTRODUCE THE SUBJECT OF FLIES, ROACHES, AND OTHER INSECTS

Equally important as disease carriers are flies and roaches. Because flies and roaches carry many kinds of germs, and the diseases caused by them are numerous, let's take a look at what they do and how they affect our health.

We do not have as many flies today as in the past. This is good, but we still have too many. One fly is one too many. A general improvement in methods of sanitation has helped a great deal.

Now how do we help the fly and the roach along?

Get response.

Yes, we help the fly and roach along when trash and garbage are placed in open cans, or tossed out the back door, or left on the kitchen floor.

Open trash cans are good breeding places for flies. They also provide eating places for roaches and rats.

Let's make a list of the things we can all do to fight flies and roaches.

Draw from group and list on the blackboard.

Do not clean board until after you have discussed "The House Fly" film showing.

Present sound film, "The House Fly." (*Note:* Other suitable films may be used. See Part IV, Appendix 3.)

Prepare group for showing.

The list we have just made looks as though we have done a good job on things to do to continue our warfare on flies and roaches. Let's see if there are additional suggestions in this film called, "The House Fly."

Tell group members what to look for.

Watch to see what additional things, if any, can be added to the list we have here on the blackboard. Look also to see ways in which flies develop and how they carry disease.

Show film.

Ask operator to start the machine. Run entire film without comment.

Discuss film contents.

In this picture you noticed that the garbage can was mentioned—for what reason or reasons?

Get response from group members.

(Answer.) It's a feeding and breeding place for flies and roaches.

Now, while it is important to know that flies reproduce rapidly when breeding places are plentiful, it is more important to know they are carriers of germs which cause disease.

What two common diseases were mentioned in the film?

Get response.

(Answer.) Typhoid and summer diarrhea.

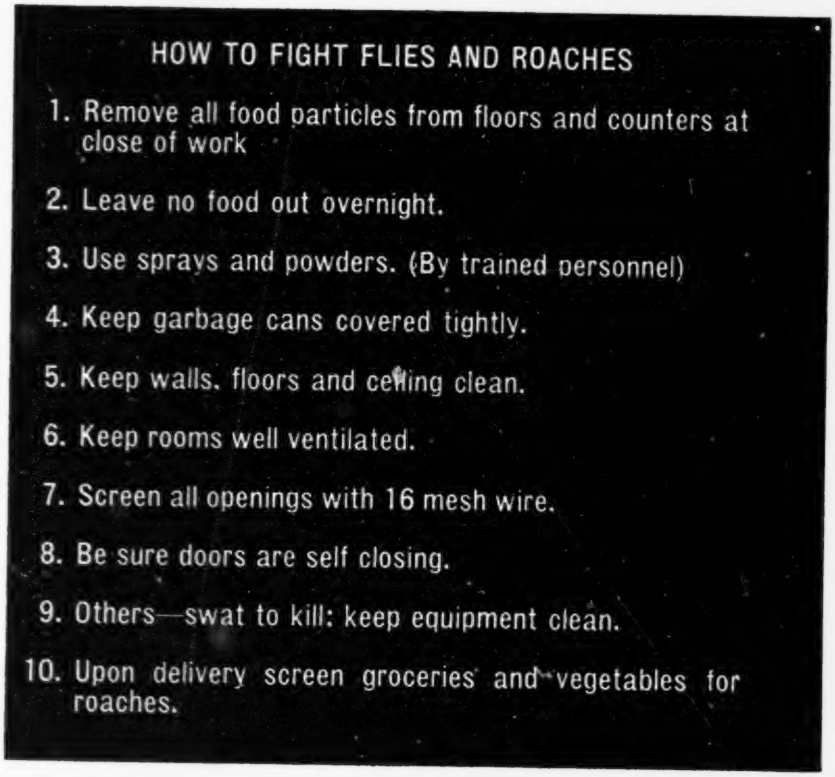
We learned that flies carry germs on their legs and in the stomach.

What use can a food-service employee make of this information?

Get response. You want them to bring out the point that foods not being cooked or refrigerated should be properly stored with protective covering at all times.

Now suppose we take another look at our blackboard list of suggestions on how to fight flies and roaches.

What additional ideas did you get from this film?

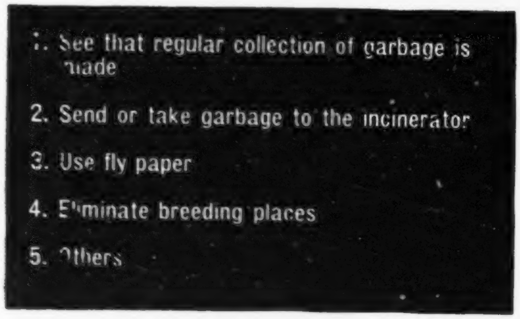


HOW TO FIGHT FLIES AND ROACHES

1. Remove all food particles from floors and counters at close of work
2. Leave no food out overnight.
3. Use sprays and powders. (By trained personnel)
4. Keep garbage cans covered tightly.
5. Keep walls, floors and ceiling clean.
6. Keep rooms well ventilated.
7. Screen all openings with 16 mesh wire.
8. Be sure doors are self closing.
9. Others—swat to kill; keep equipment clean.
10. Upon delivery screen groceries and vegetables for roaches.

Get group answers and add to list on the blackboard.

You may get the following:



1. See that regular collection of garbage is made
2. Send or take garbage to the incinerator
3. Use fly paper
4. Eliminate breeding places
5. Others

After completing the list, read each suggestion for the purpose of fixing the ideas and suggestions firmly in the minds of your food-service employees.

Indicate that flypaper is needed only when other control measures are not adequately done.

8. CLOSE SESSION FOUR

Review briefly key points of this session.

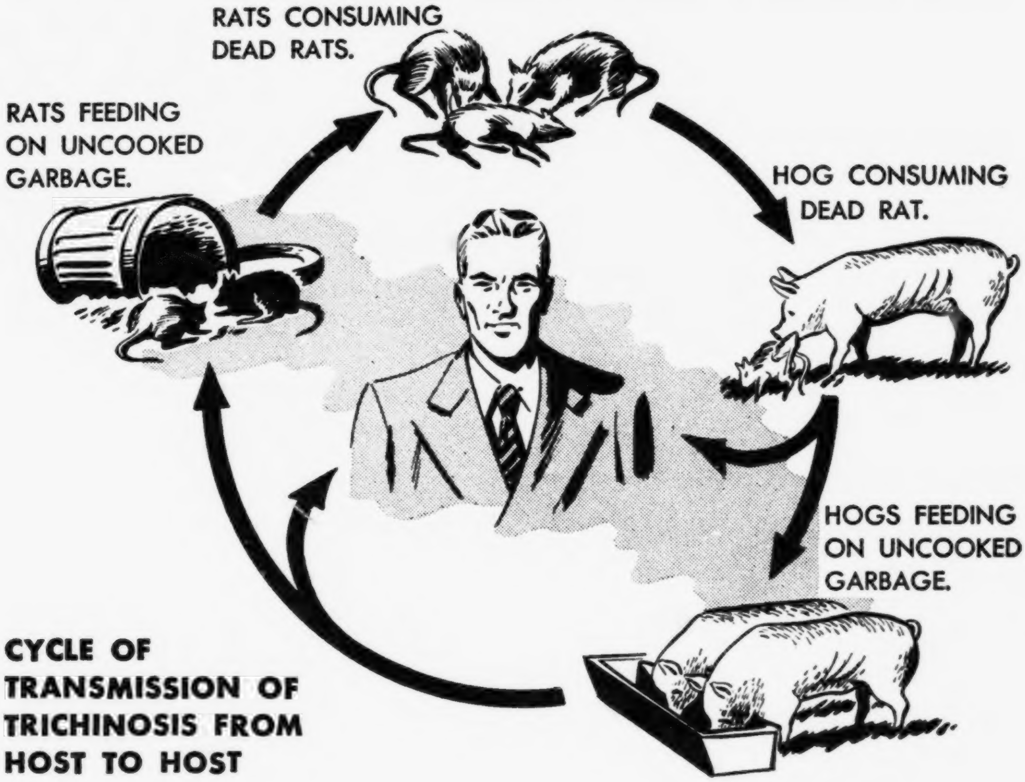
Announce date, hour, and place of next session.

Distribute pass-out sheet 4 (b).

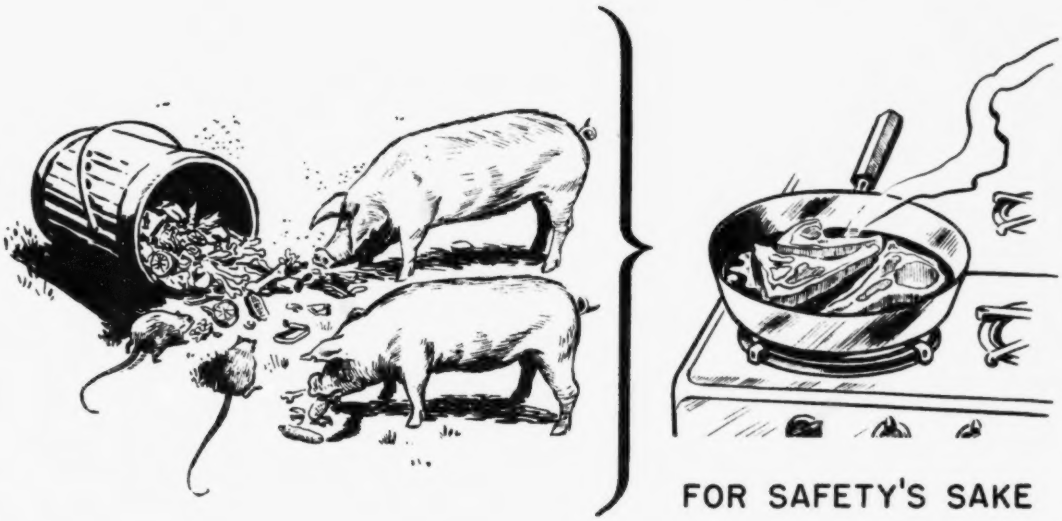
Tell group members that the next session at ______________ (Place), on _______ (Date), at _______ (Time), will be on dishwashing. If time permits, develop a few points of interest about it. You might call attention to films and slides to be used, and that both hand and machine methods will be discussed.

Close on time—adjourn meeting.

9. PASS-OUT SHEETS FOR DISTRIBUTION IN SESSION FOUR


RATS CONSUMING DEAD RATS.
RATS FEEDING ON UNCOOKED GARBAGE.
HOG CONSUMING DEAD RAT.
HOGS FEEDING ON UNCOOKED GARBAGE.

CYCLE OF TRANSMISSION OF TRICHINOSIS FROM HOST TO HOST



FOR SAFETY'S SAKE
cook pork until white

P. O. 4 (a)

FLIES, RATS, AND ROACHES

To Get Rid of Rats and Mice and Keep Them Out:

1. Keep the place clean, and free from trash.
2. Block their entrance.
   - (a) Close all wall cracks and openings.
   - (b) Use metal or cement to close all openings of ½-inch or more.
   - (c) Building foundations should be ratproof; cement is best.
3. Starve them out.
   - (a) Rats live only where they can get food: use tight garbage containers.
   - (b) Keep the floors clean in every room—kitchen, storage, dining room, and any others.
   - (c) Protect all food at night.
4. Store foods and supplies above the floor.

To Get Rid of Flies and Keep Them Out:

1. Keep the place clean.
2. Cover all foods.
3. Close garbage cans tightly.
4. Close all openings; use screens, etc.
5. Get rid of food wastes at once.
6. Get rid of breeding places for flies.
7. Doors must be self-closing.
8. Use fly swatters, traps, paper, and insecticides.

To Get Rid of Cockroaches and Keep Them Out:

1. Keep the place clean—good housekeeping.
2. Close openings.
3. Keep garbage cans closed tightly.
4. Dispose of garbage daily.
5. Use insect sprays.
6. Starve them out.
7. Keep floors clean.
8. Cover all foods at night.
9. Eliminate all hiding places.
10. Upon delivery, screen vegetables and groceries for roaches.

P. O. 4 (b)

10. VISUAL AID REFERENCES

1. *16-mm. motion pictures:*
   - The Housefly.[1]
   - Keep 'Em Out.[1]
   - Fly About the House.[2]
   - The Fly.[2]
   - Community Fly Control Series.[2]
   - Sanitation Techniques—Rat Control.[2]
   - Rat Ectoparasite Control.[2]
   - Practical Rat Control—Poisoning.[2]
   - The Rat Problem.[2]
   - Plague Control.[3]
2. *35-mm. sound filmstrip:*
   - Safe Food for Good Health.[1]
   - Musca Domestica—The Fly.[3]
   - Keep the Germs Down.[3]
3. *2" x 2" slides:*

   Selected Slides, Food Sanitation Slides, State of California.[2]

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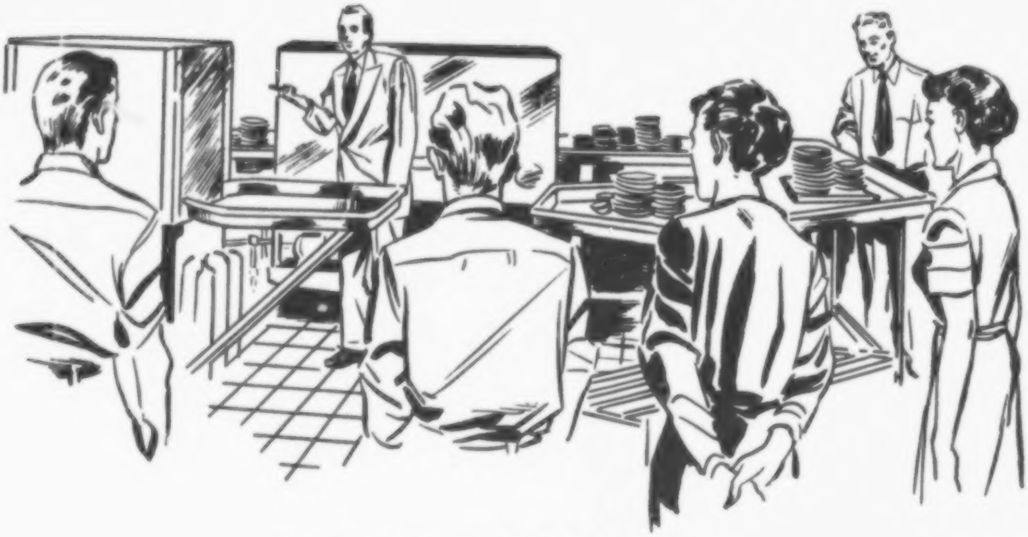
[1] Recommended for this session.
[2] Optional for this session.
[3] Others suitable for this session.

SESSION FIVE

Dishwashing

Paragraph Page

1. *Have Everything Ready Before You Start to Instruct* 63
2. *Purpose of Session Five* 64
3. *Review Session Four* 64
4. *Introduce Session Five* 64
5. *The Spread of Disease* 65
6. *Prepare Group Members for Filmstrip, "In Hot Water"* 66
7. *Close Session* 69
8. *Pass-Out Sheets for Distribution in Session Five* 70
9. *Visual Aid References* 73



LET THE FOOD-SERVICE EMPLOYEES DEMONSTRATE.
Help them to feel they have a part in running the show.

1. HAVE EVERYTHING READY BEFORE YOU START TO INSTRUCT

THINGS TO DO

Have materials and equipment ready; also an assistant if film or slides are to be used.

REMINDERS

You will need a projectionist and 35-mm. sound film projector and screen.

In addition you will need:

- Pass-out sheets 5 (a), 5 (b), and 5 (c).
- To check optional materials listed in Part IV, Appendix 2, before you start this session.
- If on the job demonstrations are selected, be sure you arrange for use of kitchen and dishwashing equipment.
- Instruct the demonstrator in those things you expect him to do. Select the person who regularly runs the machine to put on the demonstration with it. Do the same if hand washing of dishes is to be demonstrated.
- Swab test material (optional). (See page 33 of the USPHS Recommended Ordinance and Code Regulating Eating and Drinking Establishments.)
- Black light demonstration (optional); see Part IV, Appendix 6.
- Sound filmstrip, "In Hot Water."
- Demonstration of correct dishwashing (optional). If time permits and you have access to the actual materials and/or machines, one of the best teaching techniques is to take the learners to an on the job demonstration of correct dishwashing. (Select the appropriate operations, hand or machine dishwashing or both.)

Steps in this process:

—Discuss the operation in the assembly room; put on correct dishwashing demonstration in the kitchen. (Select persons who usually operate this machine to do it.)

—Follow by a discussion in the conference room.

—Use the appropriate pass-out sheet for future reference and study.

- If your groups have both types of operators—hand and machine—you may find it practical to hold a separate instruction period for each of the two groups. In either or both cases, try to emphasize those things which will make or break the job—injure the worker—make the job easier to do. (These are called key points.) Make the *steps* stand out as you teach the key points.
- Alternate training films. Make choice from paragraph 9, this session, and see Part IV, Appendix 3.
- Floor cleaning demonstration.

Read Session Two before you conduct Session Five; on page 38 you will find the things you will have to know in order to prepare for the selection of the demonstrator you will need in Session Six.

- You may want to get an experienced person from one of the local detergent and sanitizing supply companies, hotel supply houses, or restaurant association to put on the floor cleaning demonstration outlined in the next session, i. e., Session Six.
- The important point to remember here is that you will need a person to put on a demonstration in Session Six.
- If you plan to use a person from industry you won't need to get a volunteer from the members of the group in Session Five. However, select the demonstrator well in advance of Session Six so that he will have time to get ready.

Have assembly room properly arranged.

- Arrange assembly room as suggested for Session One.
- If this group includes only dishwashers and kitchen workers, you may set up an improvised meeting place near or in the restaurant where dishwashing demonstration is to take place.
- You will need a room which can be darkened for showing the sound filmstrip or alternate films to be used.
- Chalk, blackboard, erasers, etc.

---

2. PURPOSE OF SESSION FIVE

(a) To develop the concept that everyone in the restaurant, from bus boy to manager, has a stake in good dishwashing.

(b) To point out how correct dishwashing may be done using either hand or machine methods.

- Equipment and its relation to the number of people served.
- The use of effective detergents.
- Sanitizing of dishes.
- Methods.

(c) To stress the need for proper handling and storage of dishes, glasses, silver, etc.

(d) To develop ways and means of insuring the delivery of clean dishes to the customer's table.

3. REVIEW SESSION FOUR

Continue friendly relations.

Tell members again that these sessions have been enriched by their helpful suggestions and discussion. You welcome their exchange of experiences and job know-how.

Ask group members to give you what they consider to be the most important points from the last session. Answers will vary according to work experience on the job. Add those points that you feel have been omitted. Be brief.

Review briefly the key points from Session Four which members did not mention (or previous session if not taught in the order of this guide).

Point out that knowing what to do is not in itself sufficient. We need to do—that is: Apply the knowledge on the job.

4. INTRODUCE SESSION FIVE

In our session today we will discuss the "what" and "how" of dishwashing. It matters not what your job is in the restaurant, nearly all of you are affected by it. In addition, your handling of dishes is important in "breaking the chain of infection." To put it in another way—your work is important in keeping the dishes, knives, forks, cups, and glasses sanitary as they move from the dishwasher to the customer. The most important parts in dishwashing are a thorough knowledge of "how" and "why" on the part of the operator, and continual supervision on the part of management.

The dishwashing machine can be a dangerous tool in the hands of an untrained operator.

Now let's list some of the reasons why you want clean dishes in the restaurant.

Get group response.

You may get something like the following. Sum up, add or delete as may be necessary. Be sure to get the item on disease.

(a) Clean dishes and utensils help to shut off customer complaints.

(b) You help management.

(c) You make your job more secure.

(d) You help to give your restaurant a top flight reputation.

(e) You help your appetite (you don't get a fork full of egg or a cup covered with red lip stick).

(f) Your restaurant won't be labeled "the greasy spoon," "ulcer gulch," or some similar phrase.

(g) You get more job satisfaction.

(h) You help prevent the spread of disease.

5. THE SPREAD OF DISEASE

Regarding the item of disease which you just mentioned, suppose we look for just a moment to see what diseases may be prevented by good dishwashing and handling all along the line. You will recall that we discussed some of these diseases in an earlier session.

No doubt you've all had the common cold. Suppose we list that as a starter.

Ask for group suggestions. You may get something like the illustration in the next column.

Do this part carefully, for here you get the review and emphasis needed to impress the food-service employee with the importance of his job.

How can we be sure the dishes are clean?

Introduce the swab test (optional).

Common cold
Trench mouth
Dysentery
Sore throat (septic)
T.B.
Typhoid fever
Pneumonia
Scarlet fever
Whooping cough
Measles

Prepare group for demonstration of the swab test.

Because the diseases we have just mentioned are easily spread by lack of sanitation, a great deal of attention must be given to sanitation in restaurants. As a guide to determine the number of germs or bacteria on dishes, glasses, knives and other utensils, a swab test is made at regular intervals.

Demonstrate swab test.

In order that you may know more about the swab test, let's make one here. This glass is one taken from the place where your clean dishes are stored. You will be interested to know that if the bacteria count goes above the safety zone allowed by health authorities, the management is required to improve its methods and practices of dishwashing.

A low bacteria count is one from which you can get a feeling of great satisfaction.

In making the swab test be certain that the group members can see what you are doing. As you do the job, tell the group what you are doing and why you are doing it. For example, explain that the cotton swab has been treated so that there are no germs on it when you begin the test. Explain that you use more than one glass because you want to be fair. You use four cups, four spoons, etc. Explain that the swab picks up the germs—it gets what you can't see. Point out that the swabs will go to the laboratory, where the germs you have taken will be given a chance to grow like those in this agar plate. (Show agar plate.) Two days' growth is allowed

Restaurant	Bacteria count per utensil
1	42
2	72
3	167
4	167
5	6300

in the laboratory, after which the germ growth will be counted. Add other points you want to stress. Demonstration of black light technique may be applied here (see Part IV, Appendix 6).

***Note:* Instructor can refer to previous demonstrations of how germs from the fingers, hair, etc., can grow on agar plates.**

Tell group members that the results of the swab test will be made known to them at the next session.

Explain counts made at other food establishments. Do not mention names of restaurants.

In five restaurants visited lately, here are some bacteria counts. Let's take a look at what was found on the cups. We will identify each restaurant by number only.

Tell and show as you do it.

As you record these restaurant counts as shown on the blackboard above, comment on each as you write.

In restaurant No. 1. the bacteria count was 42. Since a count of 100 bacteria per utensil is allowed. the conclusion is that this restaurant is doing a good job of dishwashing and handling.

In restaurant No. 2. the bacteria count was 72. That means also a good job of dishwashing and handling.

In the third restaurant, the count was 167. By coincidence, the count in No. 4 was also 167.

In these two cases, there is need to look further. For example: Is the equipment working properly? Is it used correctly? Is the water temperature high enough? How are the cups and dishes handled, etc.?

Now, in restaurant No. 5, a count of 6,300 is found.

What does that mean to you?

Get group comment. Stress evidence of lack of supervision. Either the equipment or the operator is at fault.

You would not want to eat there. There is no way of knowing how many people were made ill from eating there. You see, these bacteria counts serve to show if you and others in the restaurant are falling down on the dishwashing job. Yes, they also help management, for management wants to know how good or how bad the job is.

6. PREPARE GROUP MEMBERS FOR FILMSTRIP. "IN HOT WATER"

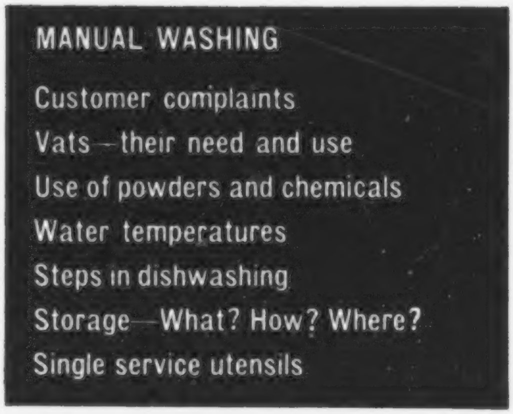
Since high bacteria counts frequently arise because of improper dishwashing methods, let's take a look at a filmstrip called, "In Hot Water."

This filmstrip shows two methods of dishwashing. The first one is hand, or manual, dishwashing. The second part deals with machine washing. A good job can be done either way if you have the right equipment and use it properly.

At the close of the part which deals with hand, or manual, dishwashing, we will stop the projector and discuss it before going on to the other.

Tell and show members what to look for. List briefly on the board as you tell them.

Here are some key points to watch for in the film. We will talk about them later. Feel free to ask questions on the film.



MANUAL WASHING

Customer complaints
Vats—their need and use
Use of powders and chemicals
Water temperatures
Steps in dishwashing
Storage—What? How? Where?
Single service utensils

Show first part of filmstrip, "In Hot Water."

Have operator start film and record, but stop at end of hand dishwashing section.

Discuss film content.

Place emphasis on the "what, why, and how" of manual dishwashing.

Use the outline you placed on the blackboard as a guide to your discussion. Stress the need for on the job application of the knowledge, skills, and attitudes developed.

Drive home the need for taking the guesswork out of dishwashing temperatures. Test water temperatures with a thermometer, making sure that a temperature of at least 170° for 2 minutes is applied in this sanitizing process in manual dishwashing. (This standard may vary within the military groups or other regulatory agencies.)

The steps in dishwashing should be clearly outlined on the blackboard.

For example, ask: "What are the important steps in dishwashing? Let's write them down as we list them."

What is the first thing you do?

Get answer as you erase blackboard work. (Keep attention of the group focused on you.)

That's right—we get ready.

How and why? What do we do next?

Continue through all of the important steps first. List them on the board.

Discuss key points for each step later. You may not have time to write the key points on the board. Try to draw key points from group. For example, when we get ready to wash dishes, what do we need to have or do?

Generally for purposes of this discussion you may think of the steps as WHAT you do, and the key points as HOW you do it.

Bring out other points which need stressing. This need may be determined from prior inspection reports.

Re-run such parts of this film as may be necessary for mastery of fundamental principles of dishwashing.

Prepare group for last part of filmstrip.

Let's go on now for a look at the last part of our film. The part you will see next deals with machine dishwashing. The basic principles are much the same.

As you look at it, compare the important steps and key points with those we developed for hand washing. We will make up a chart later to show the important steps and key points for doing the job.

Show second part of filmstrip.

Have projectionist start filmstrip and record, and complete the strip.

Discuss contents.

Your completed board work may look like that which follows:

MANUAL DISHWASHING

IMPORTANT STEPS	*Key points* [1]
1. Get ready (materials and equipment)	—Sinks. —Hot water. —Balanced detergents. —Sanitizing chemical (chlorine, for example). —Scraper. —Garbage can. —Drying racks. —Long-handled baskets.
2. Scrap dishes and pre-rinse	—Use scraper. —Pre-rinse. —Garbage in can.
3. Wash dishes	—Each piece separately. —Hot water—110°-120°. —Use detergent (washing powder).
4. Rinse	—Place in long-handled basket. —Set in hot rinse water.
5. Sanitize	—Place basket in vat. —In hot water (170° for 2 minutes, or 212° for 30 seconds). —2 minutes in chemical solution (chlorine) of approved strength.
6. Dry	—Lift out basket. —Place on drain board. —Air dry.
7. Store	—Cups and glasses bottoms up. —Stack dishes. —In clean, protected place.
8. Clean vats	—Stiff brush. —Balanced detergent.

Use separate baskets for dishes, cups, and glasses.
Silver may be air dried or by use of clean towel.
Fingers should not touch surfaces which come in contact with food or drink.
All multi-service eating and drinking utensils must be thoroughly cleaned after each usage.
Single service containers must be used only once.

---

[1] Key points are those things which: will make or break the job; may injure the worker; or make the job easier to do.

What principal differences did you note in machine dishwashing from those of hand washing?

Get group response.

Points to be brought out in machine dishwashing should include:

(a) Wash water is heated to 140° F., and dishes are held in it for required time [2] (140° F. is minimum acceptable temperature. National Research Council recommends up to 160° F.)

(b) Rinse spray water at 170° F. for one-half minute. This means temperature of 170° F. at the dish and requires 180° F. water in the line.

(c) Add new washing powder (detergent) as required.

(d) Clean scrap trays and wash sprays.

Can we wash and sanitize dishes as effectively by hand as we can by machine?

Get group response.

Note: **Point out that both methods are effective when properly done.**

Why is it necessary to clean the scrap trays? Wash sprays?

Get answers.

Why use clean water?

Get answer.

Add such points of emphasis or additional information as you feel necessary. This need may be determined from both group responses and prior inspection reports.

Distribute pass-out sheet 5 (a) and review points briefly, allowing time for questions. Follow by pass-out sheets 5 (b) and 5 (c) for manual dishwashing.

Ask group members to keep these sheets for future reference.

Conclude dishwashing discussion.

If there are no further comments or questions, we will close our session for today.

7. CLOSE SESSION FIVE

Thank group members for their interest, suggestions, and group participation.

Our next session will be at ____________, on
(Place)
____________, beginning at ____________.
(Date) (O'clock)

At that time, we will talke about housekeeping, with emphasis on how to do it correctly. Surely, everyone knows a lot about it.

Adjourn meeting on time.

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[2] Military, State, local or other regulations apply here.

8. PASS-OUT SHEETS FOR DISTRIBUTION IN SESSION FIVE

MACHINE DISHWASHING

Important steps (in doing the job)	**Key points**[1]
1. Get ready (materials and equipment)	—Sort dishes, cups, glassware, and silver.
	—Water temperature: 140° F. wash, 170° F. rinse.[2]
	—Check washing powder and dispenser, wash and rinse sprays.
2. Scrape and pre-rinse	—Use brush to scrape off garbage.
3. Rack dishes, etc.	—Place in separate racks.
	—Do not pile dishes, cups, etc.
	—Cups and glassware bottoms up.
4. Place racks in machine	—One kind at a time, separately.
5. Wash	—Every dish, etc., under spray.
	—Start machine.
	—Turn on wash spray.
	—140° to 160° F.
	—Do not hurry machine.
6. Rinse	—Keep washtank water clean.
7. Dry	—10 seconds 170° F.[2]
	—Remove racks, set on drain board.
8. Store	—Allow dishes, etc., to dry in racks on drain board.
	—Fingers should not touch surfaces which come in contact with food.
	—In a clean, dry place above floor.
	—Away from dust and flies.
	—Dishes stacked.
9. Clean machine	—Cups and glasses bottoms up.
	—Take out scrap trays and clean.
	—Clean wash sprays.
	—Use clean water.
	—Add new washing powder as required.

---

[1] Key points are those things which: will make or break the job; injure the worker; or make the job easier to do.

[2] This means temperature of 170° at the dish, and requires 180° water in the line. This standard may vary with local or area regulations.

HAND DISHWASHING

Important steps (in doing the job)	Key points[1]
1. Get ready (materials and equipment)	—Sinks. —Hot water. —Washing powders (chlorine, or other bactericidal treatment, if used). —Scraper. —Garbage can. —Drying racks.
2. Scrape dishes and pre-wash	—Use scraper. —Garbage in can.
3. Wash dishes	—Each piece separately. —Hot water, 110°-120° F. —Use detergent (washing powder).
4. Rinse	—Place in basket. —Set in hot rinse water.
5. Sterilize	—Place basket in vat. —In hot water (170° F. for 2 minutes or 212° F. for 30 seconds).[2] —2 minutes in chemical solution (chlorine of approved strength).
6. Dry	—Lift out basket. —Place on drain board. —Air dry.
7. Store	—Cups and glasses bottoms up. —Stack dishes. —In clean protected place.
8. Clean vats	—Stiff brush. —Washing powder.

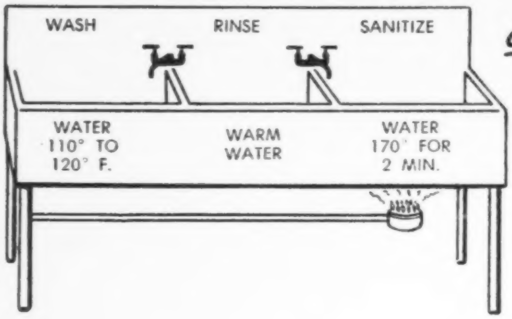
9. Use separate baskets for dishes, cups, and glasses.
10. Silver may be air dried or by use of clean towel.
11. Fingers should not touch surfaces which come in contact with food or drink.
12. All multi-service eating and drinking utensils must be thoroughly cleaned after each usage.
13. Single-service containers must be used only once.

---

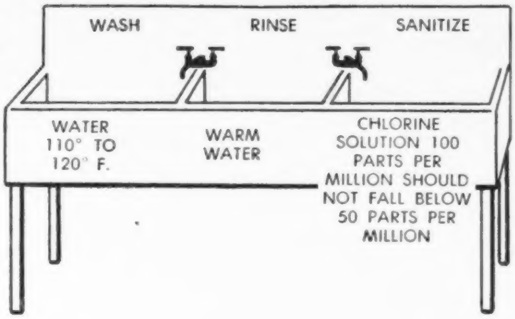
[1] Key point are those things which: will make or break the job; injure the worker; or make the job easier to do.
[2] This standard may vary with local or area regulations.

METHODS OF HAND DISHWASHING

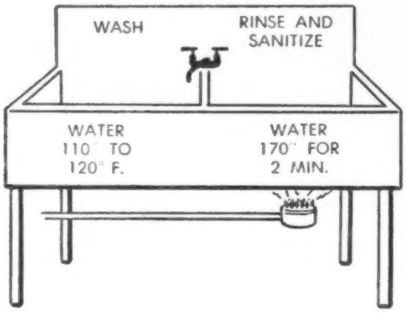
PREFERRED METHOD


WASH
RINSE
SANITIZE
WATER 110° TO 120° F.
WARM WATER
WATER 170° FOR 2 MIN.

OR


WASH
RINSE
SANITIZE
WATER 110° TO 120° F.
WARM WATER
CHLORINE SOLUTION 100 PARTS PER MILLION SHOULD NOT FALL BELOW 50 PARTS PER MILLION

ACCEPTED METHOD


WASH
RINSE AND SANITIZE
WATER 110° TO 120° F.
WATER 170° FOR 2 MIN.

P. O. 5 (c)

9. VISUAL AID REFERENCES

1. *16-mm. motion pictures:*
   - Dishwashing by Hand (when available).[1]
   - Dishwashing Dividends.[1]
   - Hospital Food-Service-Personnel Training—Part III, equipment.[1]
   - Stowaway—Part II, Galley Sanitation.[1]
   - A Dishwasher Named Red.[2]
   - 'Twixt the Cup and the Lip.[3]
2. *35-mm. sound filmstrip:*
   - In Hot Water.[1]
3. *2 by 2-inch slides:*
   - Selected Slides, Food Sanitation Slides, State of California.[2]
   - Selected Slides, Cooking Slide Set, NavPers 230070, Department of the Navy, Volume VIII.[2]

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[1] Recommended for this session.

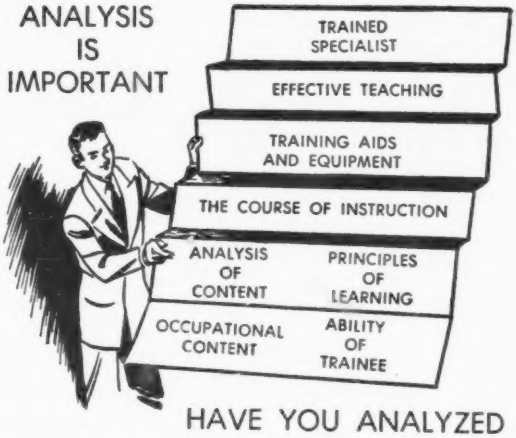
[2] Optional for this session.

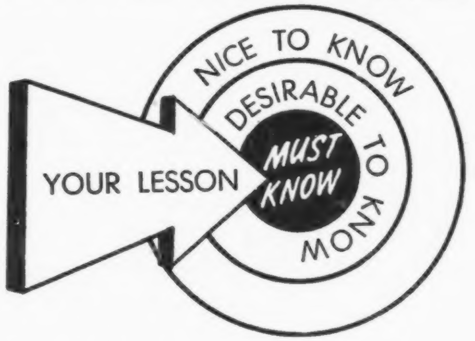
[3] Others suitable for this session.

SESSION SIX

Good Housekeeping

Paragraph Page
1. *Have Everything Ready Before You Start to Instruct* 75
2. *Purpose of Session Six* 75
3. *Open Session Six* 76
4. *Introduce the Over-All Topic To Be Discussed* 76
5. *Meaning of Good Housekeeping* 76
6. *Introduce Housekeeping Problem Sheet* 76
7. *Have Group Members Select Problems for Discussion* 76
8. *Discuss Problems Generally* 77
9. *Focus Attention on Basic Needs* 77
10. *Floor Cleaning Demonstration* 77
11. *Optional Demonstrations* 78
12. *Optional Observation Tours* 78
13. *Sum Up Housekeeping Discussion* 78
14. *Close Session Six and Summarize* 79
15. *Announce Date of Next Meeting* 79
16. *Pass-Out Sheets for Distribution in Session Six* 80
17. *Visual Aid References* 83


ANALYSIS
IS
IMPORTANT
TRAINED SPECIALIST
EFFECTIVE TEACHING
TRAINING AIDS AND EQUIPMENT
THE COURSE OF INSTRUCTION
ANALYSIS OF CONTENT
PRINCIPLES OF LEARNING
OCCUPATIONAL CONTENT
ABILITY OF TRAINEE


WHICH OF THESE ARE YOU TEACHING?
YOUR LESSON
NICE TO KNOW
DESIRABLE TO KNOW
MUST KNOW

HAVE YOU ANALYZED YOUR INSTRUCTION REPORTS?

1. HAVE EVERYTHING READY BEFORE YOU START TO INSTRUCT

THINGS TO DO	REMINDERS
Have materials and equipment ready.	You will need: ● An assistant, as in other sessions. ● Swab test results (optional). ● Appropriate slides or charts may be used as an alternative. ● Broom, mop, detergent, scrub brush, etc. ● Problem sheets, "Some Housekeeping Situations and Problems Found in Restaurants"—one for each group member. (This is pass-out sheet 6 (a).) ● Posters, flip charts, etc. ● IMPORTANT: Be sure you have a demonstrator ready for this session. (See page 38.) This demonstration should take place in the kitchen or other room where cleaning of floors is a serious problem. In selecting the room for the demonstration, consider these factors: —Type of cleaning to be done, i. e., kind of floor; —Size of room must allow all food-service employees to get into the room and still leave space for the demonstration; —Lighting, ventilation, and temperature, accessibility to assembly or conference room, etc. You may want or need to return to the conference room for discussion and questions about the demonstration after it has been completed. ● 2" x 2" slides and projector (optional to replace tour of kitchen, cloak rooms, toilets, vegetable and storage rooms). (See paragraph 17, this session, and Part IV, Appendix 3.) ● Other appropriate slides. ● Pass-out sheets 6 (a), 6 (b), and 6 (c).
Have the meeting place properly arranged.	● See Session One. ● Make arrangements for use of room in which an approved method of floor cleaning is to be demonstrated. Check on the time this room will be available—see that the time coincides with the hour during which this session is to be conducted.

---

2. PURPOSE OF SESSION SIX

(a) To develop an appreciation of the close relationship between good housekeeping and sanitation.

(b) To discuss operating problems of kitchen personnel as they relate to cleaning of floors, sweeping, machines, organization of work, etc.

(c) To develop an appreciation of the fact that good housekeeping is everybody's job in a restaurant.

(d) To show how good housekeeping makes the restaurant more attractive to customers.

(e) To stress the need for good housekeeping in the storage of foods, and cleanliness of cloak rooms and toilets.

(f) To demonstrate cleaning-sanitizing techniques for kitchen workers.

3. OPEN SESSION SIX

Continue friendly atmosphere developed in previous sessions.

Review briefly the important steps, and stress the key points developed, in hand and/or machine dishwashing.

Clear up unanswered questions, if any, from Session Five.

Show results of swab tests from Session Five.

4. INTRODUCE THE OVER-ALL TOPIC TO BE DISCUSSED

In today's session we will discuss some of the more important problems faced by food-service personnel in the big and important job of housekeeping.

Management knows that good housekeeping is good business.

You know, from some of our earlier discussions, that good housekeeping makes your restaurant a less attractive place for rats, mice, flies, insects, and roaches.

You also know, as does management, that good housekeeping makes your restaurant more attractive to customers. It means a cleaner place in which to eat. You know, and the public knows, that it helps to break another link in the "chain of infection."

Yes, good housekeeping improves our human relations with everybody and it also helps to prevent accidents.

5. MEANING OF GOOD HOUSEKEEPING

Now just what do we mean by good housekeeping?

In a restaurant it means—good, clean, safe, and sanitary kitchen, dining room, storage rooms, toilets, and cloak rooms. It means that all materials and equipment are stored in the right place, at the right time, in the right way.

Ask group members if they wish to add something to this definition. You may get some specific items like good ventilation and good light.

6. INTRODUCE HOUSEKEEPING PROBLEM SHEET

Now we might ask the question: "What do we mean when we say a clean kitchen—clean dining room, clean storage room, clean toilet room, and clean cloak room?"

You may be thinking, also, that one of your real problems is: What is the best way to clean these rooms and to keep them clean? Suppose we discover the problems first; then we will talk about ways of solving them.

Here is a list of housekeeping problems frequently found in restaurants—not all in one place, of course.

Distribute pass-out sheet 6 (a), "Some Housekeeping Situations and Problems Found in Restaurants."

7. HAVE GROUP MEMBERS SELECT PROBLEMS FOR DISCUSSION

Read through this list and, as you do so, place one check mark (√) in front of the situations and problems that are similar to those you have had in the past, either here or in some other food establishment where you worked.

Place two check marks (√√) in front of those situations and problems you would like us to discuss in this group.

You may have some housekeeping problems not shown on this list. If so, you may add them later.

Read first 10 or 12 problems aloud for your group members as each marks his paper. Some may have forgotten their reading glasses, etc. By reading part of the list of problems slowly, you are helping group members to develop a feeling that these are problems upon which some definite action should be taken.

Select three or more problems from those checked by the group. Determine the most pressing need. This may or may not be determined through the highest frequency num-

ber. List numbers on board as you get a show of hands on each problem. If problem 20 is selected, refer to Part IV, Appendix 2, for discussion procedure.

Inspection reports should help to guide you, in case you feel the group has not made wise choices in problem determination.

8. DISCUSS PROBLEMS GENERALLY

The first one or two problems you deal with, however, should be taken from those on which the group has indicated that real problems exist.

9. FOCUS ATTENTION ON BASIC NEEDS

Bring in the real problems, if you think the group has not selected them, but not too abruptly. You want the group members to continue to feel that this is their "show" and that they have a major part in running it. They will feel a genuine need for discussing what they believe to be their operating problems.

For example, suppose the frequency number of choice is high on items 2, 3, 4, 6, and 15. You may handle these as one related problem. In that way you give recognition to individual problems of interest and to a large segment of the group.

Allow time for group discussion on the nature of problems. Draw on the successful experience of the group. Pull as much information from the group as possible. Your job beyond this point becomes one of supplementing information which the group members do not have.

10. FLOOR CLEANING DEMONSTRATION

Announce demonstration on floor cleaning methods. This may cover tile, terrazzo, cement, linoleum, or wood floors. Emphasis should be placed on cleaning tile and cement floors, or those which are subject to daily scrubbing.

Point out again the importance of this demonstration to restaurant sanitation.

Explain purpose of the demonstration.

Some practices in floor-cleaning methods will be demonstrated by Mr. ______, from ______, who will instruct you in "How to Clean Restaurant Floors," quickly and correctly.

Set the stage by giving the observers some pointers on what to look for, and what they are to do.

Each one should observe closely the method used in this demonstration. Take notes if you want to. After this demonstration you may ask questions on any points that were not clear to you.

Here are some pointers that may help you in observing the demonstration:

(a) Did the demonstrator have everything ready—materials, equipment, work place arranged, etc.?

(b) What materials are required to do this job quickly and correctly?

(c) How was each used? Why?

(d) What special points were stressed as being most important?

(e) What safety hazards are to be noted?

(f) What are the points which will make or break this job? Make the job easier to do? Injure the worker?

This demonstration is put on to bring out some points we mentioned in our discussion of housekeeping problems and situations. Are there any questions before we start?

Adjourn to room where demonstration will be held.

Let's adjourn now to room (or place) where our demonstration is to take place.

Tell Mr. _____ to begin the demonstration.

Mr. ______, are you ready to put on your demonstration?

Wait for reply.

Do you have your materials and equipment ready?

Get answer.

Is your work place properly arranged?

Get reply.

Thank you, Mr. ______. Will you take over now and carry on from here?

Ask the demonstrator, Mr. ______, to tell the group members what he is doing as he

does it. Ask him, also, to tell why it is done that way, as he does it.

If there are safety points to be observed, ask him to point them out.

Allow demonstration to go on until complete, but not over 10 minutes.

Comment on the demonstration.

Make some specific complimentary remark about the demonstration as soon as it is finished. Comment on the work, not the man.

For example:

Don't say: Mr. ______, you did a very good job!

Do say: Mr. ______, I like the way you handled that mop. You didn't get any mop marks on the legs of those chairs and tables, etc.

What questions does the group have for Mr. ______?

Allow time for questions and answers.

Return to assembly or conference room.

Continue questions and discussion in the conference room as may be necessary.

If not brought out in the demonstration, you may find the following types of questions helpful:

(a) ***How and where should cleaning materials be stored when not in use?***

(b) ***What is the effect of too much detergent (wash powder) in the water?***

(c) ***What effect will a greasy mop have on the solution used?***

(d) ***What is the real value of a detergent?***

(e) ***What type of brush should be used to clean floors?***

(f) ***What equipment is needed to rinse and remove water from the floor after scrubbing?***

(g) ***How do you clean a mop after using? Frequency of cleaning?***

(h) ***Of what value is a liquid chlorine solution—on what is it to be used? Why?***

(i) ***How should a mop be dried?***

11. OPTIONAL DEMONSTRATIONS

You may find it helpful to have other, or additional, demonstrations such as:

(a) Cleaning of machines and utensils.

(b) Correct use of equipment (specific).

(c). Accident prevention (see Part IV, Appendix 2).

(d) Care of the fountain, meat block, or range.

12. OPTIONAL OBSERVATION TOURS

Where observation tours are not feasible, see optional lesson plan, Part IV, Appendix 2.

Because demonstrations require considerable time, you may want to arrange for a short tour of a restaurant's storage, kitchen, cloak and wash rooms to see the results of good housekeeping practices.

When brief tours are made, be sure you let the group know in advance what you expect them to look for.

These tours can be especially helpful if the points mentioned before the tour are reviewed and discussed upon return to the conference room.

Keep the discussion following the tour on a constructive basis, avoiding a faultfinding approach. Stress the good points. If acceptable standards were not met, your questions might go somewhat like this: ***Could the arrangement (or cleaning, etc.) be improved? (Be specific.) What is necessary? How is the best way to do it?***

13. SUM UP HOUSEKEEPING DISCUSSION

During this session, we stressed those operations which need attention in order to get the necessary results, namely, good housekeeping. These are:

(a) Proper cleaning of floors and equipment;

(b) Storage and storage space—the right place for foods, equipment, utensils, etc.;

(c) Clean lockers and dressing rooms for workers;

(d) Clean toilets;

(e) Arrangement of shelves to permit ease in cleaning;

(f) Arrangement of immovable equipment to allow for ease in cleaning;

(g) The use of detergents, etc.;

(h) Good ventilation;

(i) Adequate lighting;

(j) Special cleaning problems (flour and dough on floors and equipment, meat blocks, etc);

(k) Safe working conditions;

(l) Janitor's closet.

Your summary list may be somewhat different from that above; list only topics which the group considered.

If the group has additional points upon which information is desired, you may bring these questions up at your next meeting.

14. CLOSE SESSION SIX AND SUMMARIZE

Distribute pass-out sheet 6 (b) and 6 (c). If time permits, read these items over with the group before the meeting adjourns. The recall will aid in fixing the points more permanently in the minds of food-service employees.

One pass-out sheet should be given to each member. Ask food-service employees to retain the pass-out sheet for future reference.

Let the group members know briefly what the next session topic for discussion will be.

Thank group members for their part in the day's discussion.

15. ANNOUNCE DATE OF NEXT MEETING

Our next meeting will be on ____________
(Date)
at ____________ in ____________________________.
(Time) (Exact room and place)

Meeting adjourned.

Close on time.

16. PASS-OUT SHEETS FOR DISTRIBUTION IN SESSION SIX

SOME HOUSEKEEPING SITUATIONS AND PROBLEMS FOUND IN RESTAURANTS

1. Materials and equipment are not properly stored; some equipment broken.
2. Scrub-mop streaks show on mop board, chairs, and table legs.
3. Mop film shows on tiled and cement floors.
4. Other floors are not properly cleaned.
5. Pots and pans are not clean.
6. New workers have little experience in cleaning procedures.
7. Excellent cooks are not always good housekeepers.
8. New workers do not know what equipment to use or how to use it.
9. Utensils are stored on the floor.
10. Routine work is not organized.
11. Too many pots and pans cause lack of storage space.
12. Ventilation and lighting are poor.
13. Steam tables are not always clean.
14. Pastry dough clogs drain pipes.
15. Flour, grease, and dough are scattered on floor and shelves.
16. Dough smears get on machines.
17. Rancid grease smells in kitchen.
18. Meat scraps are not cleaned up.
19. Cutting block is always messy; has many cracks and crevices.
20. Employees get injured frequently because safety precautions are ignored.
21. Meat-slicing machines cause trouble.
22. Vegetable room is messy.
23. Potato peeler breaks the housekeeping job.
24. Work of vegetable trimming, slicing, shredding, and chopping causes housekeeping problem.
25. Others (list):

P. O. 6 (a)

GOOD HOUSEKEEPING IS GOOD BUSINESS

FLOORS:

1. Kitchen, storage, entrance hall, and toilet floors should be scrubbed regularly and often.
2. Use a good detergent or cleansing compound, depending on kind of floor.
3. Scrub only a small area at a time.
4. Set heavy equipment away from walls to allow for cleaning around it.
5. Clean floors help to repel insects.
6. Keep floor drains clean; it helps to keep down odors.
7. Do not use a cleaner containing alkali on terrazzo, linoleum asphalt tile, marble or painted floors; it causes streaks, will ruin floor.
8. Keep floors dry to prevent accidents.

WORKING SURFACES:

1. Clean bread boards, meat blocks, salad and sandwich tables before placing food on them.
2. Rinse and dry with paper towels.

EQUIPMENT:

1. Clean all equipment regularly; inspect and adjust correctly to prevent accidents.
2. Establish a routine for cleaning.
3. Disconnect current before disassembling and cleaning electric equipment.
4. Clean and dry parts.
5. Reassemble or cover parts when not in use.

STORAGE AND LOCKER ROOMS:

1. Have a place for everything.
2. Have everything in its place.
3. Shelves should be arranged to allow merchandise to be stored for ease in cleaning.
4. Have janitor's supplies stored in a special room.
5. Store eating utensils off the floor and away from traffic lanes.
6. Place janitor's equipment where it will not cause accidents or falls.

CLOAK AND REST ROOMS:

1. Keep the rooms orderly.
2. Keep them clean.
3. Clean floors regularly.
4. Keep bowls and basins clean.
5. Use single-service towels.
6. Empty wastepaper baskets daily.
7. Keep soap containers filled.
8. Food must not be stored in these rooms.
9. In cleaning toilet bowls and basins, use a non-abrasive cleansing compound.

KITCHEN:

1. Do not place supplies on top of refrigerator or other equipment.
2. Shoes and street clothing should not be left in the kitchen.
3. Good ventilation cuts down grease collection on walls and equipment.
4. Flies do not gather quickly in well ventilated rooms.
5. Good ventilation aids health.
6. Good ventilation reduces odors.

DINING ROOM:

1. Remove at once dishes, glassware, foods, and liquids that have dropped on the floor. Place a chair over broken dishes on the floor if they can not be removed immediately.
2. Remove brooms, cleaners, and other equipment after use to the proper storage room.
3. Make sure that mats and runners on the floor are free from loops and wrinkles.
4. Clean walls can increase light.
5. Dirty dishes and utensils should be removed from the dining room tables at once.

P. O. 6 (b)

GOOD HOUSEKEEPING HELPS PREVENT ACCIDENTS

1. *Be Sure You:*

(a) Report broken tables, guards, tools, knives, cleavers, equipment, etc., to your supervisors.

(b) Know how to do your job safely!

(c) Know how to lift, what to lift, and when to ask for help.

(d) Place brooms, mops, cans, etc., in a special closet, or in deep boxlike container, where no one will fall over them.

(e) Use a good ladder if you have to climb.

(f) Wear garments that are safe and washable.

(g) Avoid horseplay on the job.

(h) Place cleaning powders and supplies in a separate room; see that they are properly marked.

(i) Disconnect electric current when cleaning or repairing machines run by electricity are not in use. (Pull on the plug—not the wire.)

(j) Keep sidewalks clear of snow and ice.

2. *Floors—Do You:*

(a) Keep floors clean and dry?

(b) Take special precautions in stormy weather?

(c) Mop and dry a small part of the floor before cleaning another part?

(d) Close that part of the floor being mopped if customers are present?

(e) Remove immediately dishes and liquids dropped on the floor?

(f) Make sure that mats and runners laid on the floor (or sidewalks) are free from loops, wrinkles, etc.?

3. *Dishes—Do You:*

(a) Look over glass and dishware carefully, and remove those that are broken or chipped before you wait on guests?

(b) Remove broken glasses and plates from service to prevent bus boys, dishwashers, and others from getting hurt?

(c) Use a brush and pan to pick up broken glass and china immediately?

(d) Stack dishes and glassware carefully?

(e) Load baskets with silver correctly for safe handling?

4. *Machines, Material and Equipment—Do You:*

(a) Keep cleavers, saws, and knives in a rack or drawer when not in use?

(b) Always use the safety guard provided for machines, knives, etc.?

(c) Keep your hands at a safe distance from bread or meat slicer cutting edges when the machines are running?

(d) Keep fingers out of the choppers of the meat grinder? Use the pusher?

(e) Use proper tools to open boxes, cans, etc.?

(f) Use the proper tools in making repairs?

5. *Kitchen—Do You:*

(a) Get a good footing, and firm grip on the handle, when filling coffee urns?

(b) Use pot holders to handle hot utensils?

(c) Keep handles of cooking utensils on the range turned to one side, so that people who pass will not strike them?

(d) Use proper tools to open boxes?

(e) Remove or bend nails in opened wooden boxes?

(f) Place packages where they will not fall?

(g) Go slowly through swinging doors?

(h) Look through the vision panel before opening a swinging door?

(i) Keep your head and arms out of dumb-waiter shafts, away from the dumb-waiter hand rope and pulley?

6. *Dining Room—Do You:*

(a) Place food and dishes on trays so that they will not slip or fall?

(b) Take time to serve food carefully?

(c) Handle dirty dishes with care?

(d) Keep your fingers out of your eyes, mouth, nose, and hair?

(e) Remove loose objects from the floor?

(f) When reaching for sharp instruments (knives, forks, etc.), grasp them by the handle?

(g) Set a chair over broken glass or liquid on the floor, if it cannot be cleaned at once?

17. VISUAL AID REFERENCES

1. *16-mm. motion pictures:*
   Care of Soft Floors.[1]
   Hospital Food Service, Part III.[2]
   A Hospital Applies Better Methods.[3]
2. *35-mm. sound filmstrip:*
   Smoothing the Flow of Restaurant Hospitality.[2]
3. *2" x 2" slides:*

USPHS Food Sanitation Slides, Nos. 12, 17, 18, 21, 22, 23, 24, 25, 26, 28, 30, 31, 32, 44, 45.[2]

Selected Slides, Food Sanitation Slides, State of California.[2]

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[1] Recommended for this session.

[2] Optional for this session.

[3] Others suitable for this session.

SESSION SEVEN

You and Your Restaurant Ordinance

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QUESTIONS

A. What is their value?

—Questions and cases when properly worded may be a powerful means of group control.

—A spoken question is an important key to human relations, achievement, and cooperation.

—We can influence people's decisions only when we know the "what" and "why" of their thinking.

—When the questioner listens understandingly, a sequence of reactions is set up within the questioned individual which tends to make him more cooperative.

B. Kinds of questions: (See references at the back of this guide.)

1. HAVE EVERYTHING READY BEFORE YOU START TO INSTRUCT

THINGS TO DO	REMINDERS
Have materials and equipment ready; also, an assistant if film or slides are to be used.	You will need: ● One copy of Public Health Bulletin No. 280, Ordinance and Code Regulating Eating and Drinking Establishments, (Reprinted 1948), Federal Security Agency, Public Health Service, Washington, D. C., or local ordinance in effect. ● Chalk, eraser, blackboard. ● Supply of Form P. H. S.–985 (SE), Inspection Form for Eating and Drinking Establishments. ● Slides. (See par. 13, this session, and Part IV, Appendix 3.)
Have the meeting place properly arranged.	● Follow plan set forth in Session One.

2. PURPOSE OF SESSION SEVEN

(a) To develop an understanding and appreciation of the need for ordinances in eating and drinking establishments.

(b) To discuss those special items in the restaurant ordinance for which food-service employees have a direct responsibility.

(c) To discuss the public health reason for selected items in the public health ordinance.

3. OPEN SESSION SEVEN

Continue informal and friendly atmosphere.

Express appreciation for the group's continued interest in improving food-employee service in the ______ restaurant.

4. REVIEW HOUSEKEEPING OPERATIONS

In our discussion on good housekeeping last ______, we said there are some things which need attention daily.

What are these housekeeping duties?

Get response from several members of the group. Permit food-service employees to refer to the pass-out sheet for Session Six if they wish to do so.

Who, in this restaurant, is responsible for good housekeeping?

Get answer.

Stress again that good housekeeping is an over-all job in which everyone helps.

How does good housekeeping help to prevent accidents?

Get one or two examples from group members.

What changes have you made (or do you expect to make) for improvement in housekeeping practices?

Get response.

5. INTRODUCE THE MAIN TOPIC, AND DISCUSS THE PHILOSOPHY OF ORDINANCES AND CODES REGULATING EATING AND DRINKING ESTABLISHMENTS

In previous sessions we talked about ways in which food-service employees, through the development of right habits, attitudes, and practices, can prevent the spread of food-borne disease. We have talked about methods to be used in breaking the "chain of infection."

Now what people who work in restaurants can do, and what they actually do in sanitation, are often two entirely different things.

Almost every day you can find, in the newspapers through the Nation, reported cases of food-borne disease. Add to this the fact that only a small number of cases of food-borne diseases are actually reported, and you begin to wonder what the facts really are if you could get them all. We do know, from the facts we now have, that a serious problem exists.

Now, reliable restaurant people believe in and apply the common sense principles of cleanliness, once they know exactly what to do.

There are others who need constant reminders on the job. To supply these reminders, restaurant management nails up placards of various kinds; prepares written cleaning schedules; posts Do's and Don'ts to help employees apply common sense principles of cleanliness. In addition, the supervisor, head waiter, hostess, or others acting as an arm of management, do what they can to see that good clean food is purchased, properly stored to prevent contamination, carefully prepared, and served under conditions which make for safe food service to the customer.

All of this helps the restaurant industry to give the kind of safe food service which your customers want and have a right to expect. Despite all these attempts to secure safe food, there are restaurant people who either don't care, or won't give the customer safe food service, unless forced through ordinance or law to do so.

Let's look, for example, at what we find among the people who drive automobiles on our highways. There are people who know how to drive carefully and do drive carefully. There are some who are reckless drivers because they don't know how to drive carefully. They have good intentions, but they are dangerous to themselves and to others. Some State laws on the issuance of driving permits are too lenient, so we are forced to take risks. You know what happens when you take a chance. Right, you win or lose.

Now there is another kind of driver we want to mention. He has all the answers—he knows how, but won't apply the knowledge he has on safe driving; reminders won't help him. He continues to exceed the speed limit, and to drive on the wrong side of the road, even though he has been told many times that these are two chief causes of automobile accidents.

The States and municipalities have, in an attempt to promote safe driving on the highways, passed laws and traffic regulations to control driving speeds, and to get the reckless driver on the right side of the road, or to get him off the road.

Most restaurant operators want to be on the sanitary side. They know that some type of regulation is necessary, just as it is in traffic control. They want some type of ordinance and code to assist in regulating eating and drinking establishments. Why? Because the public demands sanitary eating establishments.

How do they make it known to the public?

Get answer from group.

(Answer to be developed.) A placard is furnished by the health department, and displayed in the restaurant window, to show that certain health standards are (or are not) being met.

Important: **You may expand this material as needed. Decide how much time you want to spend on the philosophy of ordinances and codes.**

6. DEFINITION OF TERMS: ORDINANCE, CODE

For our discussion today on ordinances and codes, let's define the meaning of these two words.

For our use here, let's think of an ordinance as any systematic body of law; that is, one given statutory force. It is a regulation enacted by a State, county, or local government.

Sometimes, in our discussion, we will use the word "code," by which we mean a simple explanation of the meaning of the law.

The principal difference in meaning is that the language of the code attempts to clarify the meaning of the ordinance.

Allow time for group questions.

7. EMPHASIZE ORDINANCE ITEMS OF SANITATION WHICH RELATE MOST DIRECTLY TO FOOD-SERVICE EMPLOYEE'S WORK RESPONSIBILITY

All phases of restaurant sanitation are important; but in our discussion today, we will talk principally about your work, and about things in the ordinance which are used as measuring sticks of your work.

Let's list on the blackboard the main items in restaurant sanitation over which you have some control.

What are some of these items or headings? To start with here are a few examples.

We agree, don't we, that many of us have some responsibility for keeping the floors clean and free from litter during working hours.

Get agreement quickly and write on blackboard as shown.

What about storage of utensils and equipment?

Will improper storage and handling contaminate the food?

From our previous discussions, we know there are sanitation regulations that apply.

Get group agreement and list on board as shown.

Now, let's look at some additional work areas in which ordinance or regulations will affect your work. We'll use a problem situation to illustrate and develop them.

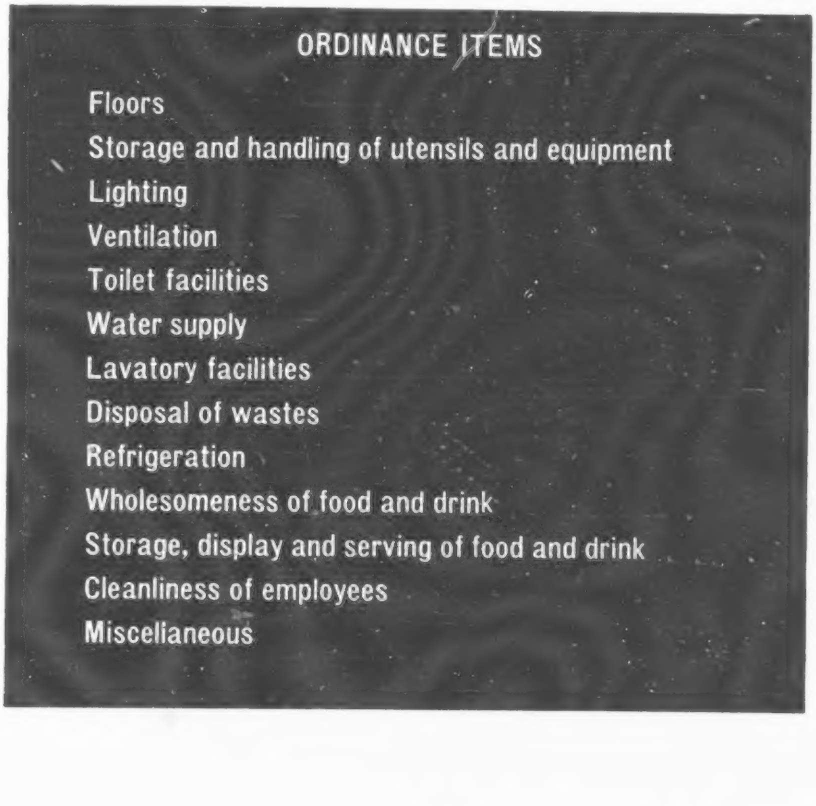
Suppose you receive a message which reads as follows:

TO ALL EMPLOYEES:

The general manager, Mr. I. Will Ketchum, of the restaurant in which you are employed, will visit next week to follow up the sanitation standards outlined in our ordinance for eating and drinking establishments.

Signed:

Mr. UBETTERBE KLEEN,
Local Manager.



ORDINANCE ITEMS

Floors
Storage and handling of utensils and equipment
Lighting
Ventilation
Toilet facilities
Water supply
Lavatory facilities
Disposal of wastes
Refrigeration
Wholesomeness of food and drink
Storage, display and serving of food and drink
Cleanliness of employees
Miscellaneous

What would you do if you received a message like the one I just read?

Get response from group members.

You would want to know exactly what the manager would be looking for in your situation or case, wouldn't you?

Let's list the things you will need to check before Mr. Ketchum arrives, and then we will check to see what the code requires for satisfactory compliance on each.

Your completed chart may look like that on page 87. Stress, later in your discussion, those items in which training is needed in your area, or in restaurant from which food-service employees are enrolled.

You probably will not get all of these items from the group members. Reword a few of the items when it seems advisable, but generally you should take them as the group members suggest them. Be sure, however, to elicit comments on those items of special importance.

Keep this list on the board as you discuss the items in the code with which food-service employees are concerned. You may not have time for all the items marked. Sometimes a group choice will help to determine the item you start with, if other data as to immediate need are not available.

8. SUGGESTED PROCEDURE FOR HANDLING ALL GROUP DISCUSSION ON ORDINANCE ITEMS

Make selections, from your blackboard list, of ordinance items relating to areas of work.

Let's say, for example, you start with the item: CLEANLINESS OF EMPLOYEES—Item 16, Sec. 6, of the Ordinance and Code Regulating Eating and Drinking Establishments Recommended by the Public Health Service (Public Health Bulletin No. 280) (see page 48 of this bulletin). ***(Note:*** **If desired, substitute provisions of local ordinance and code.)**

Step one.

Read aloud to the group members that part of Item 16 which is printed in italics.

Be sure that the food-service employees understand that these are regulations having the effect of law under which their establishment operates.

Step two.

Read paragraph (1) on Satisfactory Compliance.

Get food-service employees to give the public health reason for it. Ask questions like those which follow:

Why is clean clothing necessary for all persons who work in an eating and drinking establishment?

Get answer from group members.

You recall that special mention was made of the dishwashers? Why do you think this was done?

Get response.

Why is mention made of hair nets, head bands, or caps?

Get answer.

Step three.

Read paragraph (2) on Satisfactory Compliance.

Ask questions similar to those which follow:

Why is it important that the hands of all persons are kept clean while handling food, drink, utensils, or equipment?

Get answers from several members.

Point out, if necessary, how the hands can become one of the greatest sources of food contamination.

Step four.

Read paragraph (3) on Satisfactory Compliance.

How can spitting on the floor contaminate food?

Get answer.

Our last item under satisfactory compliance mentions, or rather, prohibits the use of tobacco by employees in rooms in which food is prepared.

Why is this important?

Get comment from group members.

9. USE OF REFERENCE MATERIAL

During your presentation of this Ordinance Item, call attention to the earlier group meeting on Food Service and Employee Cleanliness. Re-direct group members' attention to the previous pass-out sheets when appropriate.

10. HANDLE ADDITIONAL CODE ITEMS AS TIME MAY PERMIT

Select these from your blackboard list.

Use the Suggested Instructional Procedure (see par. 8, this session).

Handle as many additional Code Items as time will permit. You should have time for four or five.

11. SOME ORDINANCE REQUIREMENTS FOR SAFE FOOD SERVICE IN EATING AND DRINKING ESTABLISHMENTS

Use this paragraph in place of paragraph 7 when the following are available:

(a) 2″ x 2″ slides—series 1–14, U. S. Public Health Service (see Part IV, Appendix 3); or

(b) Flip charts (18″ x 24″).

Items (Sec. 6, of PHS Bulletin 280, or substitute local ordinance or other appropriate regulations).

Cleanliness of employees (16).
Floors, walls, ceiling, ventilation, etc. (1–15).
Approved water supply (7).
Toilet and lavatory (8) (6).
Clean equipment (10 a, b, c).
Approved methods of dishwashing (10c).
Disposal of waste (12).
Adequate refrigeration (13).
Wholesomeness of food (14 a, b, c).
Health of employees (9).
Storage and handling of utensils (11).
Storage of food and drink (15a).
Display and serving of food and drink (15b).

Use "Suggested Instructional Procedure" given in paragraph 8. (Most of the content and questions you will need are given on the slides.)

12. CLOSE THE SESSION AND ANNOUNCE FOLLOW-UP

Announce the follow-up in food-service-employee training.

Study Session Eight before you explain:

(a) The purpose of the food-service-employee training follow-up.

(b) Why it is necessary.
(c) Where it is to be made.
(d) When it will be made.
(e) Who will make it.
(f) How it will be done.

Develop a favorable frame of mind for the follow-up.

The follow-up is actually the last formal session in food-service-employee training. It will differ from the previous sessions in one big way. It will be on the job, where you work and as you work.

You will not be embarrassed before your fellow employees. If you have difficulty in applying some of the principles and practices we have developed in these sessions, let us know what they are.

We will be informal. We feel that you will want to let us know about any improvements you have made, and how this course has been helpful to you.

This is not "snooper-vision" on the job.

Again, let me point out that if you have problems, or if some things are not clear to you from the instruction given so far, we will help you if we can.

Feel free to ask questions when we visit you on the job.

You will have at least 2 weeks' time to practice and try out new skills, acquired knowledge, and techniques before our follow-up visit.

Keep in mind this one thing, above all others: We are looking for results from this course in food-service-employee training.

Place final emphasis on management's part in the training.

The management of your restaurant has given you an opportunity to learn more about your job. They have set time aside for it. Now what you do about it on the job will tell whether or not the time was well spent.

Because I will not have time to talk with each one of you on the job, your supervisors will assist in the food-service-training follow-up.

Conclude with explanation about certificates.

Review plan to be followed for awarding

certificates based on these training sessions. (See Session One.)

Close the session on time.

Thank you for your cooperation and help throughout these sessions. I will look forward to seeing you in about two weeks on the job where you work.

Adjourn meeting.

13. VISUAL AND REFERENCES

1. *16-mm. motion pictures:*

Behind the Menu.[1]

Make alternate selections from Part IV, Appendix 3.[2]

2. *2" x 2" slides:*

U. S. P. H. S. Nos. 1–14 (Some Requirements for Safe Food Service in Eating and Drinking Establishments.)[1]

Make choice from other pertinent slides listed in Part IV, Appendix 3, or available locally.[2]

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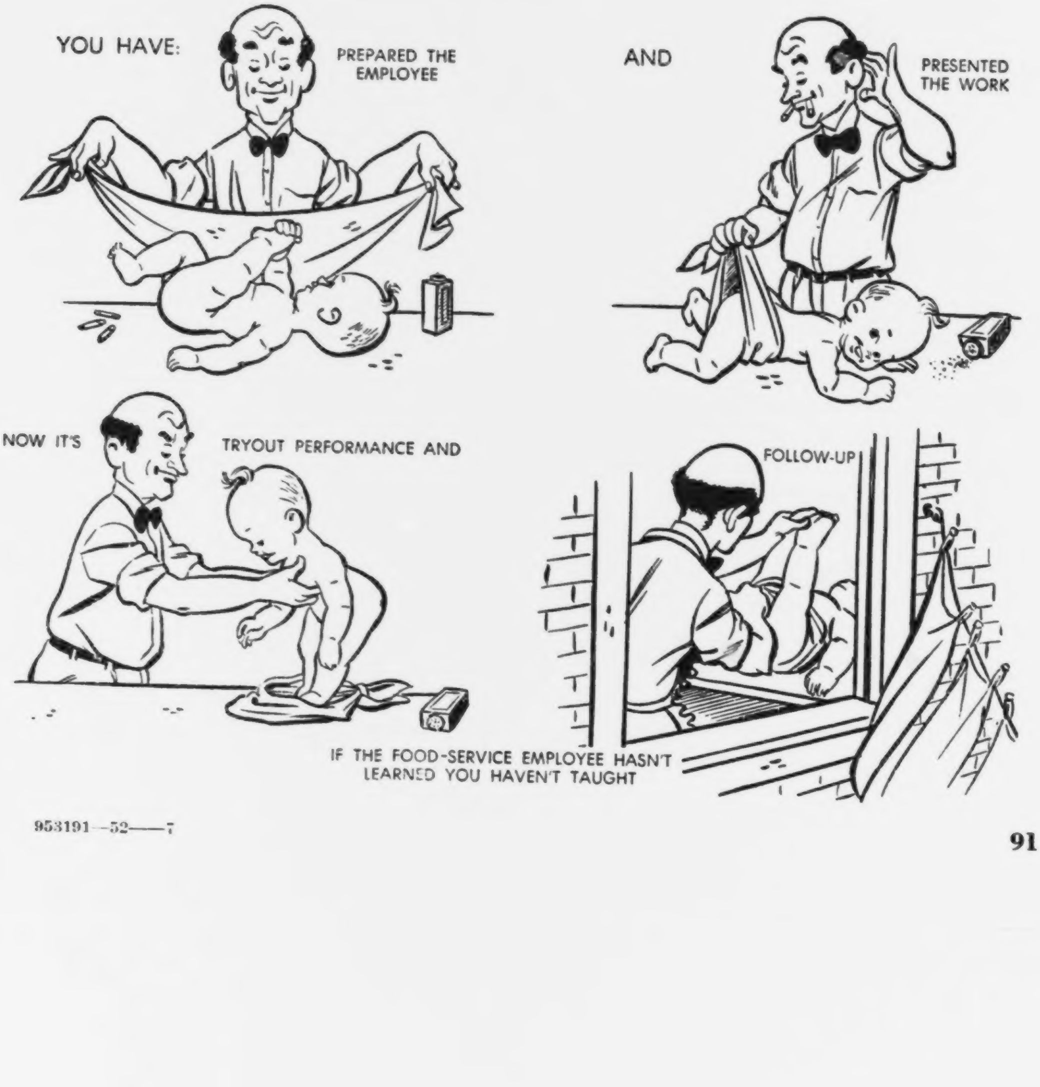
[1] Recommended for this session.

[2] Others suitable for this session.

SESSION EIGHT

Try-out Performance and Follow-up

Paragraph — Page
1. *Have Everything Ready Before You Start to Instruct* 93
2. *Purpose of Session Eight* 93
3. *Start the Follow-up* 94
4. *Make Visit to Job Location* 94
5. *Give Individual Help on the Job* 94
6. *Be Constructive* 94
7. *Continue Visits to Job Location* 95
8. *Taper Off Coaching, and Tell Food-Service Employee Where To Go for Help* 95
9. *Report Results and Summarize the Highlights of Your Follow-up* 95
10. *Awards or Certificates* 96
11. *General Information on Follow-up* 96


YOU HAVE:
PREPARED THE EMPLOYEE
AND
PRESENTED THE WORK
NOW IT'S
TRYOUT PERFORMANCE AND
FOLLOW-UP
IF THE FOOD-SERVICE EMPLOYEE HASN'T LEARNED YOU HAVEN'T TAUGHT

1. HAVE EVERYTHING READY BEFORE YOU START TO INSTRUCT

THINGS TO DO	REMINDERS
Get management to accept the plan, and set a date for follow-up.	• Study Session Eight carefully, and select the plan you will follow. • Be sure to get a date set for the follow-up. • Be sure management understands and agrees to the plan before you start. Although you did this before you started Session One, a reminder will be helpful in most cases. • Explain that the follow-up is a continuous process. You are making the first follow-up, but management should continue with it. • Make it clear that this is an instruction tour, not an inspection. • Let management people know you need their help to get the most from the training given. • Explain that you will, in cooperation with management, make determination at a later date (in two or three weeks) as to individual awards for course completion in service employee training. • Point out that this job can't be done in a day, and that you will rely heavily on management's judgment as to who should receive certificates.
Material and equipment needed.	• Registration cards, if used during the sessions. A list of the names of the food-service employees may be substituted, if necessary. You will need to make some notes on the work performance in sanitation of each worker you observe at work on the job. • Clip-board to hold cards or lists.

2. PURPOSE OF SESSION EIGHT

(a) To supply the connection between the food-service training given and its application to the job.

(b) To determine the extent and quality of the food-service employee's application on the job of principles and techniques presented in the training sessions.

(c) To observe the work of the food-service employee on the job.

(d) To encourage food-service employees to continue or begin correct application, and to provide incentives to accomplish this.

(e) To suggest changes found to be necessary, and to give help needed for mastery of skills, techniques, knowledge, and attitudes.

(f) To continue as long as may be necessary, to secure permanency in skills and attitudes.

(g) To get management to take an active part in a continuous follow-up.

(h) To secure, in cooperation with management, objective data on the quality of the food-service employee's work; to determine when and for whom individual certificates shall be issued.

(i) To encourage management personnel to make notes on their observations and the individual help given to food-service employees.

(j) To give top management some suggestions for delegating responsibility in the follow-up to persons in each section or department who supervise the work of others.

WHAT YOU DO	HOW YOU DO IT
3. START THE FOLLOW-UP.	• Get management's acceptance (see section on "Have Everything Ready Before You Start to Instruct"). • Get management personnel to accompany you as you demonstrate the follow-up process. Allow them to learn from observation principally. Answer their questions, but do not make it look as if you are teaching them. Your real job here is to assist the worker on the job with the techniques and principles you taught in the formal training session. • In large food establishments, management may want to delegate the follow-up responsibility to certain group heads, such as head waiter, chef, etc. Any such proposal should be freely accepted; however, you will still need to keep top management following up on the heads, to whom he has delegated certain responsibilities, to insure that your training principles are applied on the job.
4. MAKE VISIT TO JOB LOCATION.	• Start with those sections or persons that were most cooperative during the formal training sessions. • Begin with the person in each section who is immediately responsible for directing the work of others. When you work with persons *not* responsible for directing the work of others, be sure that his group head, leader, or supervisor is with you. • This line operation procedure is not only *good job relations*, but is a reminder with a two-way emphasis.
5. GIVE INDIVIDUAL HELP ON THE JOB.	• Be friendly—it is highly essential that rapport be maintained at all times. • Be specific—keep it brief. • Demonstrate when appropriate. • Find something specific to praise before you start needed corrections or adaptation. • Build the food-service employee up—get him to talk. You may ask him a question something like this: "What did you get from our training sessions that has been of real help to you on this job?"
6. BE CONSTRUCTIVE.	• Don't concentrate on finding fault. After you have complimented the food-service employee on some specific thing he is doing, he is more likely to take your suggestions for improvement gracefully and in a true spirit of cooperation. • When changes and corrections are necessary, as they may frequently be, you might say something like this: "Sam, have you ever tried doing it this way?", or "would you mind giving this method a try?" • Tell him how; tell him why. Question him to make sure he understands; continue until you know he knows.

6. BE CONSTRUCTIVE—Continued.

- If the food-service employee does not take kindly to your offer for help, you may ask the manager for his opinion in the presence of the worker.
- When these methods fail, drop the instruction at this point and say to the supervisor or group head, later, out of earshot of the food-service employee, "Let's make a note of this, so we can discuss it some other time."
- Always remember that the group head or supervisor may be able to do something about the needed correction with less effort than you can, in cases of this kind.
- Do not embarrass yourself, management, or the food-service employee. Keep the follow-up smooth. The food-service employee can't learn until he wants to. You can't force learning; it comes from an inward desire.
- In this follow-up demonstration, you are an instructor, not an inspector.

7. CONTINUE VISITS TO JOB LOCATION.

- You won't have time, in large restaurants, to visit all persons who were in your formal training sections. You should, however, see at least one or more persons from each service, section, or department.

8. TAPER OFF COACHING AND TELL FOOD-SERVICE EMPLOYEES WHERE TO GO FOR HELP.

- Let the food-service employee know that Mr. ____, his supervisor, is the one to whom he should go for help, whenever he has questions, or when things are not clear.
- Leave each person, when possible, with a note of encouragement.
- Encourage new workers in food service to ask questions. You might say something like this: "I find, in my work, that people who ask questions get along much better and faster than those who do not ask questions."
- When you can sincerely do so, help the food-service employee to get a feeling or sense of progress, growth, and achievement from the work he is doing.

9. REPORT RESULTS AND SUMMARIZE THE HIGHLIGHTS OF YOUR FOLLOW-UP SESSION.

- Give top management a quick review of your accomplishments and progress with his food-service employees.
- Point out clearly, also, where further improvements can be made. Tell him how he can help; be specific.
- Let him know when you can return for a consultation on individual awards. Point out that management is in a most favorable position to make the determination as to who is or is not applying the knowledge and skills which were under consideration in the training sessions.
- *Caution:* If you present food-service-employee certificates or awards for course completion too soon, or immediately after the training ses-

9. REPORT RESULTS AND SUMMARIZE THE HIGHLIGHTS OF YOUR FOLLOW-UP SESSION—Continued.

sions have ended, you can't take advantage of the interest and desire to learn which you developed during the training session.

- When a good course in food-service-employee training is properly conducted, and at the right time, most of the people in the course are anxious to try out their new skills and knowledge on the job. You, as the instructor, must not fail to take advantage of this fact.
- *Caution:* If you wait too long after the formal training sessions before you issue certificates or awards, there is danger of the skills, knowledge, and attitudes fading out because of lack of attention on your part and that of management.
- Correct timing in the follow-up is important. It can make or break the job. While the interval may vary in different situations, a waiting period of 2 or 3 weeks is generally appropriate.

10. AWARDS OR CERTIFICATES.

- The standards set for making awards to employees should be related closely to the standards sought by the person who makes restaurant inspections. It would be embarrassing to you, as an instructor, to make wholesale awards to members of the restaurant personnel, if an inspector found it necessary a few days later to place the restaurant on probation, suspend its permit, or degrade it due to violation of sanitation requirements directly chargeable to employees for whom awards have just been made.

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11. GENERAL INFORMATION ON FOLLOW-UP

A. *Introduction*

The follow-up, for purposes of our discussion in Session Eight, may be defined as any plan used to encourage and help the food-service employees to apply and continue during operations the use of those knowledges, skills, habits, and attitudes which were the subject matter of instruction in the training sessions.

The follow-up in a training program is one of its most important phases. Examination of a number of training programs has shown that failure to attempt any follow-up is widespread, and that it is often the weakest part of the program. Without follow-up, the ideas generated in the training sessions may not be translated into action, and without action, training is wasted. In addition to making training more effective, the follow-up may serve as a check on the training plan and thereby result in improvement. It provides another opportunity to stress and emphasize the important points discussed in the training session.

B. *Management's stake in the follow-up*

Unless restaurant management takes an active part in the follow-up, maximum results cannot be expected. Ideally, the follow-up should be made by the person in charge of operations at the place where the results of training are being utilized. The instructor in charge during the original or formal training periods should, from time to time, visit restaurant management personnel to offer assistance and advice on food-service-employee training problems. It will usually be necessary for the instructor to supply continuous motivation, some re-teaching, and adaptation, to secure maximum application. In addition, he must assist in the interpretation of results.

The essential point to be looked for, regardless of who does the follow-up (and how much) is how well the training given is applied in the actual work situation.

C. Methods of follow-up, their value and uses

The methods used for follow-up training may be grouped as follows:

- Visits to job location;
- Group conferences or meetings;
- Enrichment devices;
- Refresher training.

Before selecting one of these plans, or any combination of them, one must give proper considertion to:

- The kind of training that has been given;
- General objectives of this follow-up;
- Size of the group;
- Time available;
- Availability of instructors;
- Urgency;
- Food-service employee's attitude;
- Objections and obstacles to be overcome;
- Expected results;
- Management's willingness to cooperate;
- Appraisal to be made.

Follow-up should always be provided for when the basic plans for training are made. In so doing, the follow-up becomes an integral part of the food-service-employee training course—not an appendage or afterthought.

D. Assistance on the job

Assistance and encouragement on the job have a tremendous potentiality when the number of people to be reached in the follow-up is not too large. This type of follow-up, individual in application, becomes more real and meaningful to the food-service employee, and permits the instructor or management to observe the difficulties of applying certain principles, skills, and techniques during actual operations. This type of follow-up contact may be made through an interview, by observing the work of the food-service employee, or by giving him additional training on the job. Opportunities will arise during the course of a follow-up visit with the trainee to restate or review certain principles developed in the previous training sessions, and to give coaching in the application of the principles to new and special problems. In addition, the assistance on the job will provide opportunity to spot additional needs which may be met through training, and for which a new type or kind of training may be needed, or revisions which need to be made in the training program or sessions currently in operation.

E. Group meetings

Group meetings, or conferences, composed of management personnel who are charged with making the follow-up in training, have been used effectively. This kind of follow-up may be used with large or small groups. These conferences must be well planned in advance as to objectives and ways and means of accomplishing the objectives; and should include reports from those members known to have made application of the training received, as well as from those who have experienced difficulty in making the desired application. Members of the group who have had problems should be given immediate help during the conference, though, in some instances, it may preferably be given later.

It is usually desirable to have the meeting presided over by someone who has over-all responsibility for the work performance of the restaurant personnel. The instructor who gave the basic or initial training might in some instances serve as a sort of secondary chairman.

Group techniques which have been used successfully in the follow-up include:

- Conferences in which a discussion of experiences in applying skills, techniques, etc., is the focal point;
- Lectures;
- Combinations of lecture-conference;
- Group instruction and discussion;
- Individualization of instruction (not individual instruction);
- Observation visits;
- Study.

F. Refresher

The refresher method of follow-up may be made a part of subsequent training sessions. When a refresher session is held, it should contain new material and not be just a repetition. When used as a part of subsequent training sessions, it has certain definite advantages, especially those received from group members' contributions and suggestions.

G. Enrichment devices

Minutes and reports are valuable because they provide useful reminders for the group members. They must be carefully prepared, duplicated and distributed to the trainees shortly after the close of the session. Minutes may also serve, in part, as an objective record of accomplishment. Carefully prepared summaries of lectures, when used as a follow-up for this kind of training, are usually preferable to the complete transcript.

Summaries of lectures, when distributed after the session, may provide the repetition necessary to fix the desired point firmly in the learner's mind. Supplementary reading can be helpful, if it relates definitely to the subject matter, or concept, which the instructor has stressed in previous training sessions. The distribution of this kind of reading material should be occasional rather than routine. This device in follow-up training is most likely to be successful if the material is distributed immediately after the end of the training session, and if it is accompanied by a brief explanatory note which relates it definitely to the conference or training session just completed. Articles appearing in magazines usually create immediate interest and desire to learn for those persons who attend a related training session or conference. To be significantly effective, these articles should be condensed and informative, and must dramatize their subject matter.

This aid, when used with the follow-up, has some very definite limitations. When used with members of groups accustomed to frequent reading, it has considerable potentialities. Its value and effectiveness as a follow-up with others are not likely to be as great.

H. Suggested procedure for follow-up

The suggested procedure outlined here is flexible, and may embody any one or a combination of the methods of follow-up described in the foregoing paragraphs. The sequence of five steps which follow are, however, in the most logical order.

Steps in the plan:

(a) Determine the extent and quality of the food-service employee's application of the principles presented in the training sessions.

(b) Suggest changes found to be necessary, and give help needed for mastery of required knowledges, skills, habits, and attitudes.

(c) Motivate the food-service employee to continue or to begin correct application. Provide incentives.

(d) Continue to follow up as long as it is necessary and desirable, to insure retention and use of knowledge, skills, habits, and attitudes acquired.

(e) Report results to your supervisor.

In using this procedural plan, the instructor should answer for himself such questions as: What is the best way to do it in this particular case? What notes do I have from the training session, which will be of value in dealing with this individual, or these group members? How well has management been "sold" on this training program? What results will they want?

I. Conclusions

Following the formal training stage, application and continuous follow-up are necessary to retain the improvement or gains made. It is through this process that the values of training may be realized to the greatest extent. A minimum of interference and a maximum of service to management, who must carry most of the responsibility during the application stage of training, and insure continuation of gains made, are the bases upon which to build desirable and lasting results.

Cooperation and mutual understanding cannot be secured by ordering them into existence. Management support is necessary, and where worth-while programs of follow-up in training have been conducted there have been executive approval and cooperation.

Effective follow-up in training is possible when:

(a) Restaurant management gives its support and backing;

(b) The original training needs and courses are properly determined;

(c) The training program is an integral part of the regular restaurant operations;

(d) The training program is well-planned and includes follow-up as a part of the plan;

(e) There is correct handling of the training during the initial stage;

(f) It is conducted under favorable conditions;

(g) The skills are well used;

(h) There are adequate means of continual checking;

(i) There is sufficient interest on the part of food-service employees, instructors, and restaurant management.

Appendix 1

Bibliography (for Sessions in Part III), and References

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2. *General References* 101

3. *Selected References by Subject Headings:*
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    Food-Service-Employee Training 108

4. *List of Publications of Milk and Food Branch, Division of Sanitation, U. S. Public Health Service* 108

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x*From Hand to Mouth, Community Health Series No. 3. (Manual for food handlers) (1947). $0.15.

x*Posters on restaurant sanitation (1944). Series of six multicolored posters, 10" x 14", (RS 1–6, inc.), entitled "For Our Patrons' Health," including the following subjects: RS–1, Wash Your Hands Often; RS–2, Use a Fork—Don't be a Butterfinger; RS–3, Keep

These Cold; RS-4, Keep These Under Cover; RS-5, Handle With Care; RS-6, Wash Every Piece Carefully. (Intended for education of food handlers.) $0.40 per set.

Sound slide films (four strips with two 33⅓ r. p. m. records) entitled "Our Health in Your Hands"; (1) Germs Take Pot Luck; (2) Service With a Smile; (3) In Hot Water; (4) Safe Food for Good Health (1945). (For education of food handlers.) Available from Castle Films, Inc., 30 Rockefeller Plaza, New York 20, N. Y., at $10 complete, less 10 percent discount to schools and other nonprofit institutions. Mimeographed scripts available from PHS. Mimeographed release on these sound slide films also available.

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Appendix 2

Optional Material for Use in Part III

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ALTERNATE MATERIAL FOR PART III, SESSION ONE

This material may be substituted for that beginning with paragraph 9 of Session One, Introduction to Bacteria.

Give a brief introduction to the subject of bacteria. When possible, use blackboard sketches to speed up instruction. You will want to be very brief. You will give some attention to bacteria throughout all or nearly all of the sessions that follow. Remember the axiom, "No more than he can master." Give it "one step at a time." If you develop interest and desire to learn about bacteria, you will be making satisfactory progress at this point.

Let's take another look at the reasons you gave for food-service-employee training. One of these items deals with the spread of food-borne disease. If there is anyone in this group who has not had a disease, please raise your right hand.

Get response.

Apparently all of you have had some disease. Now the question is: Where did you get it? You may say, "I caught it." How?

Get answers from a few group members, who will most likely mention germs or other similar terms such as bacteria or microbes.

Where might we find bacteria?

Get response.

For our purpose in this discussion, let's use the term bacteria (or germ) to mean a one-celled organism—the kind that may bee seen only through a microscope.

Now, because bacteria are everywhere, though we can't see them with the naked eye, suppose we take a look at some slides in which the bacteria are brought out into full view.

Present slides (see Part IV, Appendix 4, page 190).

(a) Cooking Slide Set, NavPers 230070, vol. VII, slide Nos. 1, 2, 3, 4, 8.

(b) Slides on Food-Handlers' Training, State Division of Health, Missouri.

Introduction to causative agents:

Only a century has passed since Louis Pasteur, in 1850, proved that disease is caused by germs. Since that time, much has been learned about disease, how to prevent its spread, and how to cure it. We know that there are 25 or 30 diseases that may be food-borne.

Because you either cook or serve food, or handle tableware and utensils on which food is served, food-borne diseases may vitally affect you. There are certain things which must happen before disease can be transmitted.

Show Cooking Slide Set, NavPers 230070, vol. VII.

Slide 1: Food-borne (Filth-borne) Diseases. This slide makes it easy for you to follow the agent (germ) from its source to man, ending sometimes in sickness or death.

Trace with pointer, and explain, as you proceed with the discussion. Take it one step at a time, beginning at the source.

The five "F's" in this slide form important connections (shown by arrows) from source to man. These five "F's" are: Feces, Filth, Flies, Food, Fingers.

How can you, as a food-service worker, use this information?

Get group response.

Probable answers:

I can protect the patron by:

(1) Keeping healthy;
(2) Washing my hands frequently;
(3) Controlling insects;
(4) Others.

Slide 2: Food-borne (Filth-borne) Diseases—Mode of Transmission. Now, let's move from source and agent of infection to the means (or mode) of transmission of the bacteria.

In this chart you see four means of transmission. These are man, insects, animals, and nonliving objects.

Follow slide and explain subheading under each main heading.

Slide 3: Control Methods for Filth-borne Diseases. On this slide are illustrated the methods which, if used, will help to prevent food-borne disease.

Point out what can be done in each of the five situations shown here, by reading the material under each.

How will the purchase of certified meat help to protect the patron from food-borne disease?

Probable answers: Certified meat has been inspected and found to be free from disease. Therefore, the purchase of certified meat will safeguard the consumer from meat-borne disease.

Use additional questions as needed or as time permits.

Slide 4: Germs Take Many Forms. Four of the basic forms which harmful bacteria, or germs, take are pictured in this slide. You are now being introduced to the various agents which cause disease, and which are of vital importance in food service. For example, the rod-shaped organism under figure 1 is a type classified as one responsible for food-borne (filth-borne) disease. Many harmless bacteria may take these same shapes. Some bacteria are considered useful, such as those which cause milk to sour, or waste matter to decay.

In figure 1, you see the germ which causes boils and sores. These may be transmitted from your hands to the customer's food.

What precautions should be taken in case a worker comes to work with boils or sores on the hands?

Get response from group.

Probable answers:

1. Cover all sores and boils;
2. See a doctor;
3. Infected person should stay away from restaurant;
4. Others;
5. Don't work around foods or equipment. (Place emphasis on No. 5.)

In figure 2, we have the germ which causes septic sore throat.

How does this germ spread?

Get response.

Probable answers:

1. On the hands; by coughing or sneezing;
2. Soiled utensils;
3. Infected milk.

In figure 3, we see the diphtheria germ.

How does it spread?

Get group response.

Probable answers:

1. Contact with case or carrier;
2. Contaminated dishes;
3. Infected milk.

In figure 4, we have the typhoid germ.

From what sources does it come?

Get group response.

Probable answers: Contaminated water, milk, shellfish, flies, and hands.

Slide 5: Other Types of Bacteria. Four other basic shapes and characteristics of bacteria are shown here, with the names of the diseases caused by each. The spiral-shaped bacteria (fig. 1) are commonly transmitted through faulty and insanitary dishwashing, especially of glasses, cups, and eating utensils. These organisms are highly infectious. Figure 2 shows organisms which are called diplococcus—egg-shaped organisms occurring in pairs or short chains. Figure 3 shows club-shaped bacteria with heavy or dark-stained portions at each end. This is the causative agent of diphtheria, with which all of you are familiar. Figure 4 shows the bacteria causing typhoid fever. You may eat or drink these bacteria, when they are transmitted, directly or indirectly, to your food or water from the stools of a sick person or a carrier.

(Optional.) Discuss trench mouth if time permits (fig. 1).

How can you stop the spread of trench mouth?

Get group response.

Probable answers:

1. Sanitize dishes and utensils;
2. Discard cracked dishes and cups;
3. Avoid contact with known infected cases.

Slide 8: Milk-borne, or by Discharges from the Nose and Throat. "Strep" sore throat and diphtheria are often milk-borne. Streptococci are commonly traced to infections in the udders, or milk bags, of cows. Both the streptococcus and diphtheria organisms are easily spread in the explosive spray from sneezes or coughs of carriers.

How can you be sure you have milk free from this germ or organism?

Get response from group.

Probable answers:

1. Buy pasteurized milk;

2. Others.

(See paragraphs 11 and 12 of Session I, Part III, for demonstration and closing paragraphs.)

6. Slides on Food-Handlers' Training, Division of Health of Missouri.

Slide 1 (lead slide). Our slogan in the Food-Service Employee Training Program is: "Do it right."

Do you think this is a good slogan? Why?

If you don't get the answers you really want, tell group members that you will ask this question again after you have shown the slides.

Slide 2. Here you see the various physical forms of bacteria. Bacteria have definite forms and have specific likes and dislikes in regard to the temperature, moisture, and food. Like humans, they have many different sizes and shapes.

Slide 3. This slide shows the several kinds of germs in the cocci family. Note that they are round, and live singly, in pairs, and in fours.

Since you don't use a microscope, and you can't see bacteria with the naked eye, what good is this information to you as a food-service employee?

Get response.

Expected group response:

1. When we know more about germs, we can get a better appreciation of the need for cleanliness in our work and in our living aside from work;

2. To let us know more about what is going on about us that causes disease, etc.;

3. To get a better understanding of the need for sanitation;

4. To get more evidence of the importance of bacteria in our daily living habits;

5. To learn how to fight bacteria successfully in our restaurant.

Slide 5. Here is a chain of small round bodies called streptococci. Some people in the audience may have had a "strep" throat. This is the type of germ that causes it.

What precautions can you take which will help to avoid it?

Answer: Wash hands; keep hands away from nose and mouth; care in handling soiled utensils and good dishwashing; use of pasteurized milk.

Slide 7. On this slide, you see a germ with hair-like projections. This is the typhoid germ.

In or on what does this germ travel?

Answer: In milk, in water, on shellfish, on flies, in food and on the hands.

Slide 7a. A field of rod-shaped germs in short chains is shown here. This picture shows the germ that causes tuberculosis.

How can this germ get into your body?

Answer: Infected milk; contact with a case; soiled utensils; or in food handled by a person with tuberculosis.

Slide 8. These are the organisms which cause pneumonia.

How can this germ get into your body?

Answer: Discharges from mouth and nose of infected persons.

Slide 9. Here you see clusters of small round germs, commonly known as "staph." They are responsible for most food-borne outbreaks, boils, pimples, etc.

How does this germ spread?

Answer: Infected cuts, boils, pimples, nose infections, and careless food-service practices.

Slide 10. The field you see here is evenly covered with small round dots. This slide shows the germs causing brucelloisis, sometimes called undulant fever.

Who knows where we "pick up" this germ?

Answer: From milk that is not pasteurized, i. e., raw milk; or contact with infected animals.

Slide 11. Here is a field of rod-shaped germs. Where this germ is found, it indicates that persons have been careless after going to the toilet.

What habit of cleanliness will prevent its spread?

Answer: Wash hands thoroughly after visit to the toilet.

Slide 12. Here you see another corkscrew germ. This germ causes trench mouth.

What should be done to prevent trench mouth?

Answer: Keep hands out of your mouth; wash dishes properly; handle food correctly; throw away cracked dishes and cups.

Slide 13. Ask a group member to read the street sign: "Trench Mouth Spread Stopped in 24 Hours by Proper Dishwashing, by Adequate Sanitation, by Approved Storage and Handling."

Who will volunteer to sum up the points brought out in our discussion of the slides we have just discussed?

Get response from group.

When necessary show slide No. 4 again, and repeat the question you used in connection with that slide. (Do you think this is a good slogan? Why?) Note different or additional answers given. You should get something like this: Better sanitation; better food service to prevent infection; do your work as it should be done to prevent food-borne disease outbreaks"; etc.

(See paragraphs 12 and 13 of Session One, Part III, for demonstration and closing paragraphs.)

ALTERNATE MATERIAL FOR PART III, SESSION TWO

This material may be substituted for that beginning with paragraph 11 of Session Two.

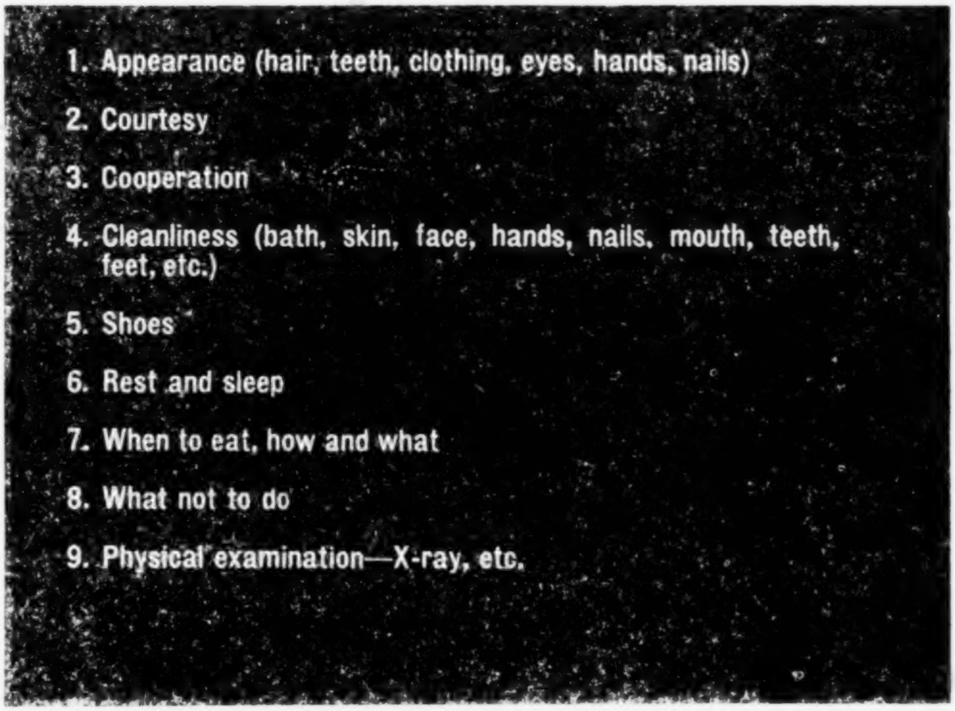
1. Prepare group members for sound slide film, Service With a Smile.

Suppose we take a look, now, at a film called "Service With a Smile." When you look and listen to what is shown and what is said in this film, watch for the pointers. Once you get them they will pay "dividends" to you and your employer.

I have no doubt that many, or most, of you are giving attention to these now.

Let group members know what to look for.

In this picture note the emphasis and stress on:



1. Appearance (hair, teeth, clothing, eyes, hands, nails)
2. Courtesy
3. Cooperation
4. Cleanliness (bath, skin, face, hands, nails, mouth, teeth, feet, etc.)
5. Shoes
6. Rest and sleep
7. When to eat, how and what
8. What not to do
9. Physical examination—X-ray, etc.

After we examine this film, we will discuss these points to see what emphasis has been given to each.

2. Show film-strip, Service With a Smile.

The time of this film-strip is about 10 minutes. Have operator start machine and show film.

3. Discuss film.

Naturally, somebody knows all this information, but it takes a picture like this to make us realize how much we are expected to know in our jobs. Probably most of us know more now than we are really using. Let's list on the blackboard some of the important things that were brought out in this picture.

As we list them we'll talk briefly about each. We won't be concerned about the order in which they appeared on the screen.

Name, or get volunteer to name, some of the most important things in this film which food-service employees need to get into the habit of doing.

Get answers, and list as briefly as possible. You probably won't have time for all, but get as many as time permits.

As you list each on the blackboard ask such questions as:

(a) ***Why is this necessary?***
(b) ***When and where should it be done?***
(c) ***Who should do it?***
(d) ***How is the best way to do it?***

Ask only the question which applies.

For example, someone gives you the word "cooperate" or "cooperation." Write or print it on the blackboard, and as you do so, ask: ***Why is cooperation necessary in a restaurant? Who should cooperate?*** **You will probably get something like "everybody."** ***In what do you expect cooperation? Why? How do you get cooperation?***

As another example, suppose a group member says, "Keep hands and fingernails clean." Ask, "Why?" Try to get members to point out that dirty hands carry germs. ***How do you get hands and fingernails clean?*** **Answer: Use water and plenty of soap.** ***Anything else?*** **Yes, a clean towel.** ***Why not a dirty towel?***

Since keeping the hands clean is highly important, you want to get someone to put on a demonstration in Session Three, to explain just how to wash the hands correctly. This same person might well precede the actual demonstration by an imitation, or burlesque, of a man hurriedly washing his hands in the bathroom.

Complete blackboard work and discussion of film, Service with a Smile. Make sure that attention is called to such bad habits as licking the fingers, scratching the scalp or other parts of the body, picking the nose, touching or picking at pimples, coughing or sneezing into the "breeze" or onto food or drink, or smoking while handling food.

Ask group members for suggestions on how to break a bad habit.

Begin at paragraph 13, session 2, for closing remarks.

SUPPLEMENTAL SOURCE MATERIAL FOR PART III
SESSION FOUR, PARAGRAPH 5

"Two Stricken by Plague in New Mexico," Atlanta, Ga., Constitution, Thursday, August 4, 1949: "Illness of two New Mexico residents yesterday was found to be bubonic plague—the black death of the Middle Ages . . . flea-borne disease . . . victims are a 10-year-old boy . . . and a 37-year-old man."

"Wyoming Finds Bubonic Plague-Infected Fleas," Denver, Colo., Post, Friday August 5, 1949: "A mobile plague unit . . . started trapping rats here Thursday. It will remove fleas from them and send them to its laboratories. . . . A city-wide survey will start next week in preparation for a rat-killing campaign."

"Plague Expert Speeds to Side of New Mexico Victims," Denver, Colo., Post, Sunday, August 7, 1949: "A west coast medical expert was speeding toward Albuquerque Saturday to examine two suspected New Mexico bubonic plague victims."

"Deadly Menace of House Fly Revealed in Report of Federal Disease Center," Durham, N. C., Herald, November 24, 1949: ". . . Swat it. Don't just spray it with DDT. Tests have shown that in the last several years the common house fly has developed a remarkable immunity to the stuff . . . back to those flies in diarrhea. In 1941, there were 12,262 deaths among children under two."

"Swatting the Fly is Surest Remedy," Chattanooga, Tenn., Times, November 20, 1949.

"Bubonic Plague Suspect Cases Studied in West," Atlanta, Ga., Journal, Sunday August 7, 1949.

"'Swat That Fly,' CDC Health Slogan," Atlanta, Ga., Journal, Sunday, November 20, 1949. "The Communicable Disease Center of the U. S. Public Health Service has just about concluded that the fly is one of the deadliest enemies your child can have . . . shigellosis—that's just a big medical word for the fatal diarrhea which carries off 6,000 to 8,000 babies annually and is the dread of all hospitals and mothers. . . ."

American City, New York, (magazine), February, 1950: "Experience in community fly control projects shows inadequate garbage storage, collection, and disposal practices, to be the chief obstacles in the path of successful fly-control operations. Basically, fly control is elimination of breeding sources."

OTHER SUPPLEMENTAL MATERIAL FOR PART III, SESSION FIVE

(This information is general in nature, and may be used to supplement those parts of Session Five dealing with mechanical dishwashing devices.)

AN OUTLINE OF MECHANICAL DISHWASHING AND DETERGENCY AS APPLIED TO SPRAY TYPE DISHWASHING MACHINES

It is of paramount importance that the dishwashing machine itself, and other equipment, be in good working condition, and that the facilities be adequate for the operation. Of equal importance is the use of a high quality, balanced detergent, in proper concentration, in the wash tank, if successful results are to be obtained. Experience has shown that it is impossible to use one single ingredient to provide all necessary cleaning characteristics.

It is recognized that a balanced compound must, of necessity, cost more per pound, but in the long run it should save money through accomplishing satisfactory results with a minimum of labor. Balanced detergents are available in both powder and brick form, and may also appear in liquid form in the future.

Examination of literature of various dishwashing-machine manufacturers indicates that dilution of the wash water in the machine wash tank occurs at varying rates. Even on the smaller machines, there may be a complete change of wash water as often as every three minutes of continuous operation. At this dilution rate, the detergent demand for the wash water would be approximately 10 pounds per hour, or 100 pounds for a 10-hour day, to maintain properly a balanced detergent solution under these conditions.

From a practical standpoint, the problem has not been the availability of satisfactory detergents, but rather methods to maintain proper concentrations in the machine throughout operation.

A report in the February 1948, issue of the "American Journal of Public Health," by Mallman, et al., summarizes what may well be the national picture, and points out that, roughly, two dishwashing machines out of three are operated with little or no detergent. Obviously, the importance of proper automatic detergent feeding cannot be overstressed. The National Sanitation Foundation has pointed out that proper feeding may be accomplished through use of either hydraulic or electrically operated dispensers, and either powder- or brick-type detergents. For a number of years, the efficiency of mechanically-driven, diaphragm-pump-type displacement feeders has been demonstrated.

The revised Federal specifications for dish machines require that either an automatic-type dispenser or a detergent meter be provided. These specifications are closely related to recommendations of the National Research Council, as the result of studies made specifically for the Armed Forces. Irrespective of the type of automatic dispenser used, it is essential that it be checked and cleaned daily for proper performance to result.

A number of titration-type test sets are available, and at the present time the Committee on Dishwashing of the National Sanitation Foundation is working toward the development of a single acceptable test set. Dishes and utensils must be collected and sorted in orderly piles on the dish tables, to eliminate confusion and to facilitate the succeeding steps in dishwashing.

It is essential that proper scrapping be carried out, preferably by some type of pre-flushing device. Dishes must then be racked, and sent through the machine in such a fashion that the sprays can contact the entire surface of every utensil. This requires that all orifices of the spray arm be kept open and operable.

Effective washing and sanitizing of silverware creates a problem. However, there is at least one device available which utilizes a rack and cylindrical, perforated metal cups, in which the silver is placed so that the contact portions are exposed to the full force of the wash and sanitizing solutions. After passing through the machine, a 180° F. dip solution is provided, so that satisfactory appearance of the silver may be maintained without toweling. Silverware is then aseptically transferred from this cylinder to an empty sanitized cylinder, in such a manner as to allow only the handles to be touched until the silver is placed for service. It is emphasized that the older method of piling silver loosely in a flat bottomed rack, followed by toweling and unscrambling after the cleaning and sanitizing operations, is highly unsatisfactory. However, this may be a necessary preliminary procedure prior to placing silverware in the perforated metal cups for final sanitization. This, of course, is dependent upon the time and soaking procedures used prior to or after racking silverware in the perforated containers.

Also, in addition to having the utensils properly racked and using correct concentrations of detergents, temperatures of between 140° and 160° F. should be maintained in the wash tank, and both the re-circulated and final fresh water rinses should be at a temperature of 170° F. or higher.

With sufficient space available on the clean dish tables for racks to stand approximately one minute, dishes will air dry, thus eliminating the need for toweling (provided that proper temperatures are maintained in the dishwashing machine).

Dishwashing equipment, like any other mechanical device, is subject to mechanical failure, and must receive proper routine maintenance in order to function effectively. Major points here are: (1) Delegation of proper responsibility and authority to a given individual in the dishwashing department on each ship; (2) periodic checking of the equipment by management; and (3) scheduling of daily cleaning of the equipment at the end of each shift, and providing proper tools and materials for cleaning.

(a) Curtains should be removed and brush-scrubbed, using some glass-washing or pot-washing compound, and should then be rinsed and air-dried. An extra set of curtains will help to keep curtains clean, soft, and sanitary.

(b) The interior of the machine should be flushed out with a high-pressure hose, with special attention being given to corners and recessed areas. It is recommended that a convenient hose outlet, and a hose and nozzle, be provided for this operation.

(c) The interior of the machine should then be brush-scrubbed and the manifold cleaned by removing end caps and pumping solution through them, or by their removal to the pot sink. Suitable brushes should be available and used for this cleaning.

(d) Rinse jets should be checked before each use by turning on the rinse system and observing spray pattern. Remove the jets and clean as required. Special attention should be paid to the throats of the jets as well as the orifice, as it is in this area that lime tends to form. Suitable charts or posters depicting this cleaning procedure should be posted or otherwise readily available.

(e) A suitable acid-detergent solution can be used each day for recirculation inside the machine, to prevent lime formation and lengthen equipment life. Such a detergent eliminates mineral deposits, whether they be from the water supply, soil, or an unbalanced detergent solution. Proper acid detergents can also be used on stainless steel, on other bright metal dishwashing machine exteriors, and on dish tables, for the elimination of hard water or mineral film. Commercial manufacturers of dishwashing compounds provide descaling services to users of their materials. It should be noted that abrasive cleaning, whether through the use of metal sponges, steel wool, or powdered abrasives, is highly undesirable, since such cleaning scratches the surface, creating bacterial harborage, and makes subsequent cleaning more difficult.

(f) Inspection personnel should thoroughly check dishwashing machines at least as often as establishment inspections are made. It is recommended that a flashlight be used, in conjunction with proper thermometers and pressure gages, where indicated. All future installations of equipment should provide for a connection to facilitate checking pressures by a standard gage. In addition, testing of the alkaline concentrations should be done during operation, and testing for satisfactory rinsing carried on at the same time. As an aid to proper inspection of dishwashing machines, it is recommended that inspectors thoroughly acquaint themselves with the different machine manufacturers' literature, and the material available from detergent manufacturers, and the bulletins on dishwashing which have been prepared by the National Sanitation Foundation. In addition, there is much material available in trade papers and professional journals.

It is noted at this writing that the National Sanitation Foundation is in the process of developing standards for the manufacturing and operation of mechanical dishwashing equipment, including detergency factors.

The National Association of Sanitarians and the National Research Council have released recommended standards for dishwashing machines, which have been distributed through various sources. This is a comprehensive manual on dishwashing standards and procedures.

Reference is made to what is commonly termed the immersion type of dishwashing machine, in which dishes are completely immersed in a detergent solution and are rocked back and forth, subjecting them to a splashing action, or allowed to remain stationary in a rack within the detergent solution, which circulates around them. Where this type of equipment is used, it is especially important that an adequate job of preflushing or scrapping be done, and that the wash solution be changed at a sufficient rate to keep it reasonably clean. The detergent solution should be kept at a temperature of 140° to 160° F., and a small amount of detergent should be added with each rack of dishes.

The sanitizing solution should be maintained at a temperature of 170° or higher, and may have a small amount of wetting agent added to it to provide proper drainage and drying. In the event that the proper temperature cannot be maintained, satisfactory chemical disinfection should be provided as outlined under the hand dishwashing section. This type machine must also be kept clean, and may be kept free of mineral deposits through application of suitable acid-type detergents, as described above.

DISCUSSION PROCEDURE TO BE USED IF PASS-OUT 6 (a) IS SELECTED FOR DISCUSSION IN PART III, SESSION SIX, PARAGRAPH 7

See pass-out 6 (a).

If the group, or management should want to take up problem No. 20, "Employees Get Injured Frequently—Safety Precautions Ignored," you may find it helpful to proceed as follows:

Take up safety problem.

In nearly all types of industry there is a safety program. Sometimes it is called accident prevention. The name or title given it doesn't matter too much.

Let's see how good housekeeping and accident prevention go hand in hand.

Make a list of the common causes of accidents in restaurants.

To get at a solution, or at least a partial solution, to our safety problem, do you think it would be helpful first to make a list of the common causes of accidents in restaurants?

Get response.

Now, after we get a list of the common causes of accidents, we will work out some suggestions on how to avoid the causes of accidents:

COMMON CAUSES OF ACCIDENTS
IN RESTAURANTS

Most of you will agree that because we handle hot dishes and hot pans, and use high temperatures in cooking and hot water in washing dishes, there is always a good chance to get burned.

Is that correct?

Get group agreement. Write "Burns" on blackboard.

What are some other causes of accidents in your restaurant?

(a) Draw from group and place on the board. Your completed board work may look like this:

COMMON CAUSES OF ACCIDENTS
IN RESTAURANTS

1. Burns
2. Falls and slips
3. Cuts
4. Slivers and splinters
5. Striking against objects
6. Others

(b) Develop suggestions on how to avoid the causes of common accidents in restaurants.

From this list of common causes of accidents in restaurants, let's work out some safety suggestions which will help us to eliminate them. We won't write them on the blackboard just now, but you may want to jot down some of the group suggestions as we develop a plan to eliminate each cause.

(1) Discuss how to avoid burns.

What suggestions do you have that will help to avoid burns?

Use protectors or pads in handling hot utensils.

Before you light a gas oven, open door for a few minutes to permit any gas leakage to escape; stand to one side when you apply a lighted match.

Remove food containers from steam tables carefully.

Turn off electric current before working with or cleaning electrical equipment.

(2) Discuss how to avoid falls and slips.

What can be done to prevent falls and slips?

Draw from group.

You may get these and additional suggestions:

Keep floors clean and dry.

Mop only a small part of the floor area at a time.

Rope off the area to keep traffic away.

Wipe up spilled food or grease at once; sometimes a chair placed immediately over the spilled food or grease will help until a cleaner arrives.

Avoid unnecessary haste.

Use a step ladder to obtain utensils, equipment, and foods stored above your normal reach.

Use a cart to carry heavy objects.

(3) Get suggestion on how to prevent cuts.

What suggestions can you make that will help to prevent cuts and bruises in your work?

Try to get those given below:

Keep your mind on what you are doing.

Use the proper tool or utensil for the job.

Sweep up broken glass or dishes from the floor; do not pick it up with your hands; use a broom and dustpan.

Store sharp-edged tools when not in use.

(4) Discuss how to prevent slivers and splinters.

Draw from group.

What are the precautions which should be taken to prevent injury from slivers or splinters?

Handle steel wool carefully.

Use wire-cutting shears to open boxes bound with wire.

Report rough or splintered surfaces on tables, chairs, broom handles, mops, carts, etc., to the manager or your supervisor.

First aid: Discuss what to do when injury comes.

There are times when an accident will occur despite all attempts to prevent it. About 80 percent of accidents come to us because of some human element. Roughly, 20 percent of accidents come about through some physical element.

What is the first thing you should do in case of injury?

Get comment.

Be sure to discuss the importance of immediate first aid, calling a doctor, emergency care, etc.

Make sure that each employee is instructed in where and how to report when injured or taken ill on duty.

ALTERNATE MATERIAL FOR PART III, SESSION SIX

This material may be substituted for that beginning with paragraph 12 of Session Six.

When opportunities cannot be provided for short tours in a restaurant to observe good housekeeping practices, or when the time allowance is not adequate, you may want to use slides as a substitute for your tour of kitchen, storage, wash, and vegetable rooms.

Here is a brief description of the slide frames and numbers (Food Sanitation Slides, USPHS) for use in connection with teaching good housekeeping practices.

Slide 12. A photograph of a battery of salt, sugar, and spice containers, easily cleanable and covered.

In addition to being covered and easily cleanable, what other elements of good housekeeping do you see here?

Probable answer to be developed:

(a) Containers are stored above floors to avoid contamination by splashes from scrubbing, etc.

(b) Covers will keep out insects and rodents.

(c) Labels are well placed for ease in reading.

(d) Handy to speed up selection and use.

Slide 17. A close-up view of a food-service employee slicing ham on a clean and well-constructed cutting board.

Sometimes even a well-constructed cutting board may need replacement.

How could you tell?

Probable answer to be developed: Watch for cracks or crevices in the board.

Why are cracks and crevices undesirable?

Answer: Good hiding places for germs and particles of spoiled food.

Slide 18. This slide illustrates the desirability of cutting pies at the bakery station of the restaurant. This shows a well-constructed bakery table, clean worker, and refrigeration facilities for the storage of cream-filled pastries.

Why do we need to be so careful about cream-filled pastries and pies?

Answer: Bacteria grow very rapidly in them. They are a major vehicle of food poisoning.

Slide 21. A close-up of shelving at salad counter, showing easily cleanable chute leading to waste container.

Would wood be just as good as metal? Why?

Answer: No. Wood is not easily cleanable and provides a good harborage for bacteria, insects, and vermin.

Slide 22. Sink in a modern kitchen with the table top and sink constructed of stainless steel, with no joints or breaks, with coved corner construction, shown being cleaned by a food-service worker.

What is meant by coved corner construction?

Answer: Coved construction means that sharp corners are eliminated and are replaced by rounded sides or corners.

Slide 23. Photograph illustrates easily cleanable, caster-equipped containers, in which bulk food is stored and which may be removed for cleaning.

Why is cleaning under bulk food storage containers necessary?

Answer: It eliminates homes for vermin and rodents. It cuts down odors which attract them.

Slide 24. A close-up view of an elevated platform used in a food-storage room, which is easily cleaned, as illustrated.

Slide 25. A general view of a well-constructed floor with coved corner construction.

What is the value of coved corner construction on floors?

Slide 26. This photograph illustrates a chef's utensil rack at a cook's station.

Would storing cook's utensils on the floor be just as good? Why?

Slide 28. Ice cream freezer, with all moving parts removed and placed on a table following thorough cleaning of all parts.

What is the necessity for dismantling the ice cream freezer?

Slide 30. This photograph illustrates a cleaning rack which facilitates the thorough cleaning and flushing of garbage receptacles.

Why is frequent cleaning and flushing of garbage receptables necessary?

Slide 31. A clean toilet room for employees.

What is the relationship between food sanitation and clean toilet rooms for employees?

Slide 32. This slide illustrates improper installation of equipment and plumbing, providing harborage for vermin.

Slide 44. A close-up view of a rack used for the storage of glasses.

What is noted here?

Slide 45. A view of silverware storage in a modern cafeteria line.

What's the point to observe here?

SUPPLEMENTAL MATERIALS FOR PART III, SESSION SIX

(This information, dealing with stockroom care, may be used to supplement those parts of Session Six dealing with storage and housekeeping)

STOCKROOM CARE

There is no better evidence of good housekeeping than a clean, orderly stockroom. Since a stockroom represents an investment—often thousands of dollars, it should be kept clean, well-lighted, and ventilated. This is of special importance during periods of emergency as replacement of products may be difficult and costly.

An inventory, simply set up and accurately kept, is easy to take in a stockroom which is well planned and orderly. The alphabetical arrangement of stock on shelves—with labels visible—simplifies issuing products, as well as inventorying. The firmly established rule of emptying cartons (once opened and only partly used) of flour products, such as macaroni, spaghetti, noodles, etc., into clean, tightly covered cans, leads to the protection of products from outside contamination, rodents, and weevil development. This rule applies also to spices, seasoning, and condiments.

Flour in 100-pound bags should be inspected upon delivery. Particles of dust, or weevils on the surface of bags, should be swept off the bags, the date marked clearly with a crayon (for example: 3/8), and then not used until the flour on hand is gone. Flour, cake, pastry, and bread, as well as sugar (granulated and confectionery) in bags, should be stored on platforms—never on the floor. Bags should be piled crosswise, two across the platform and two lengthwise.

Platforms 36 x 72 inches with 12-inch pipe legs are ideal for flour and sugar. Wooden legs on platforms are not recommended. With platforms, the floor under them can be cleaned easily. Cartons of canned goods should be stored on the same type of platforms, so that a can that begins to leak can be detected. Brown sugar should be stored in a stainless steel container, if possible; if stored in a galvanized can, several layers of wax paper should be put on the bottom of the can. A well-washed apple, cut in half and dropped in a can of brown sugar, will keep it from hardening.

Rotating merchandise is most important. Having not more than a month's supply on hand is, generally, good business. If a product is slow in moving, storage in tightly covered cans will preserve it.

Plan your stockroom so that products used most are near the entrance. Nothing should be taken from the stockroom without a requisition slip properly signed.

A stockroom should not become a catch-all for old records, discarded equipment, broken chairs, etc. Foresight in planning, cleanliness, and accuracy in inventory-taking are essential to a good stockroom.

Appendix 3

Visual Aids—Utilization Guides

Contents Page

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VISUAL AIDS—UTILIZATION GUIDES

INTRODUCTION

This appendix contains guides which will be useful to the instructor in planning for the use of the various visual aids. These utilization guides contain tips on the desirable audience for each aid, the content of the aid, points to look for, review points after having shown the aid, and suggested questions to ask following showing. Utilization guides have been prepared for every visual aid available for preview. An annotated listing of those aids not available for review will be found in the latter portion of this appendix.

Instructors are encouraged to note, under the heading, "Availability," on the following film utilization guides, the films which are available to civilian and/or military agencies, and/or both. Such recognition will save time and avoid disappointment in the planning of the lessons in Part III of this guide. It is suggested that military personnel who use this manual check the latest appropriate training-film catalog or training-aids library for available films and accompanying film utilization guides.

Certain films and training aids listed in this guide as being available from Army and/or Navy Training Aids Section Libraries and Depots, are available on a loan basis to the medical profession, allied scientific groups, and certain nonprofit organizations. Eligibility for receiving these training aids on a loan basis may, in each case, be determined by directing an inquiry to the appropriate addressee in the Army Area or Naval District in which the requesting activity or individual is located. Availability for purchase of these aids is shown in most cases.

Requests for films which are available from Army Film Libraries should be addressed to the Commanding General (appropriate Army Area), Attention: Signal Officer. Requests for films which are available from Navy Training Aids Section, Libraries and Depots, should be addressed to the Commandant, (appropriate Naval District), Attention: Director of Training. Each regional office of the U. S. Public Health Service has available certain films which may be procured by addressing inquiries to the Regional Director, Attention: Regional Medical Director, PHS.

A list of Army Areas, Naval Districts, and Public Health Service Regional Offices appears below for your information and guidance in film procurement.

ARMY FILM LIBRARIES

First Army, Governors Island, N. Y.: Maine, Vermont, New Hampshire, Massachusetts, Connecticut, Rhode Island, New York, and New Jersey.

Second Army, Fort Meade, Md.: Ohio, Pennsylvania, Virginia, West Virginia, Maryland, Kentucky, Delaware, and the District of Columbia.

Third Army, Atlanta 3, Ga.: Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, and Mississippi.

Fourth Army, Fort Sam Houston, Tex.: Texas, New Mexico, Oklahoma, Arkansas, and Louisiana.

Fifth Army, 1660 Hyde Park Boulevard, Chicago, Ill.: Illinois, North Dakota, South Dakota, Minnesota, Iowa, Wisconsin, Michigan, Wyoming, Nebraska, Colorado, Kansas, Indiana, and Missouri.

Sixth Army, Presidio of San Francisco Calif.: California, Washington, Montana, Idaho, Oregon, Nevada, Utah, and Arizona.

NAVAL DISTRICT LIBRARIES

First Naval District, 495 Summer Street, Boston 10, Mass.: Maine, Vermont, Massachusetts, Rhode Island, and New Hampshire.

Third Naval District, Building 4, New York Naval Shipyard, Brooklyn 1, N. Y.: Connecticut, New York, and New Jersey (Northern).

Fourth Naval District, Building 4, U. S. Naval Base, Philadelphia 12, Pa.: Pennsylvania, New Jersey (Southern), Delaware, and Ohio.

Fifth Naval District, Building N–23, U. S. Naval Station, Norfolk 11, Va.: Maryland, West Virginia, Virginia, and Kentucky.

Sixth Naval District, Building 1193, U. S. Naval Base, Charleston, S. C.: North Carolina, South Carolina, Georgia, Florida, Alabama, Tennessee, and Mississippi.

Eighth Naval District, Building 2, U. S. Naval

Station, New Orleans 14, La.: Louisiana, Arkansas, Oklahoma, Texas, and New Mexico.

Ninth Naval District, Building 3009, U. S. Naval Training Center, Great Lakes, Ill.: Michigan, Indiana, Illinois, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Wyoming, Kansas, and Colorado.

Eleventh Naval District, Navy Pier, San Diego 30, Calif.: Arizona, Nevada (Southern tip), and Southern California.

Twelfth Naval District, Building 7, Treasure Island, San Francisco, Calif.: Utah, Nevada, and Northern California.

Thirteenth Naval District, Building 244, U. S. Naval Station, Seattle 99, Wash.: Washington, Oregon, Idaho, and Montana.

Fourteenth Naval District, Training Aids Library, Navy No. 128, c/o FPO, San Francisco, Calif.: Hawaiian Islands, and islands to the westward and southward.

Severn River Naval Command, Training Aids Library, Dahlgren Hall, U. S. Naval Academy, Annapolis, Md.

AIR FORCE FILM SOURCES

Air Force personnel may procure needed films by requesting them in accordance with the provisions of AFR 95–11.

FEDERAL SECURITY AGENCY REGIONAL OFFICES

Public Health Service

Region I. 120 Boylston Street, Boston 16, Mass.: Connecticut, Maine, Massachusetts, Vermont, New Hampshire, and Rhode Island.

Region II. 42 Broadway, New York 4, N. Y.: New York, New Jersey, Delaware, and Pennsylvania.

Region III. 330 Independence Avenue SW., Washington 25, D. C.: District of Columbia, Maryland, North Carolina, Virginia, West Virginia, Puerto Rico, and Virgin Islands.

Region IV. 1100 Chester Avenue, Cleveland 14, Ohio: Kentucky, Michigan, and Ohio.

Region V. 69 West Washington Street, Chicago 2, Ill.: Illinois, Indiana, Wisconsin, and Minnesota.

Region VI. 50 Seventh Street NE., Atlanta 5, Ga.: Alabama, Florida, Georgia, Mississippi, South Carolina, and Tennessee.

Region VII. 911 Walnut Street, Kansas City 6, Mo.: Kansas, Missouri, Iowa, Nebraska, South Dakota, and North Dakota.

Region VIII. 201 Norman Building, Dallas 2, Tex.: Arkansas, Oklahoma, Louisiana, New Mexico, and Texas.

Region IX. 730 Seventeenth Street, Denver 2, Colo.: Colorado, Idaho, Montana, Utah, and Wyoming.

Region X. 441 Federal Office Building, Civic Center, San Francisco 2, Calif.: Arizona, California, Nevada, Oregon, Washington, Alaska, and Hawaii.

Instructors will wish to obtain from the U. S. Government Printing Office the current catalog issued by the U. S. Office of Education entitled "3434 U. S. Government Films." These films are available for public use from the sources listed in the catalog. For your further information, there appears on the following pages a list prepared by the U. S. Office of Education captioned "General Catalogs of Educational Films." This compilation should prove helpful to those training officers who wish to maintain current listings of films and their sources.

GENERAL CATALOGS OF EDUCATIONAL FILMS

16-mm. motion pictures: Page
  Educational Film Guide........................ 125
  Blue Book of 60-mm. Films........................ 126
35-mm. filmstrips:
  Filmstrips........................ 126
  Filmstrip Guide........................ 126
"Free" motion pictures and filmstrips:
  Educators Guide to Free Films........................ 126
  Educators Guide to Free Slide Films........................ 126
  Business-Sponsored Educational Films........................ 127
U. S. Government motion pictures:
  Guide to United States Government Motion Pictures........................ 127

Educational Film Guide. The H. W. Wilson Co., 950 University Avenue, New York 52, N. Y., $4 annual subscription.

A cumulative catalog of 16-mm. films, sound and silent, educational and entertainment, which are available in the United States. This catalog, probably the best over-all source list of 16-mm. films, was revised annually until 1950 when a supplement to the 1949 edition was issued. The catalog is kept up-to-date throughout the year by nine monthly supplements beginning in October and cumulated in December, March, and June. The subscription price includes both the annual edition and the supplements.

Part 1 of the catalog lists alphabetically the titles of all the films, provides brief descriptions of them, cross-indexes them by subjects, and gives the primary source of each film. The 1949 edition, compiled by Dorothy E. Cook and Katharine M. Holden and issued in September 1949, lists 7,030 such films; while the 1950 supplement, compiled by Frederic A. Krahn and issued in September 1950, lists 1,217 additional films.

Part 2 of the catalog is a selected list of recommended films (4,190 in the 1949 edition and 298 in the 1950 supplement), arranged according to the Dewey decimal classification system. It includes descriptions of the films, evaluative comments, audience recommendations including grade levels, and purchase and rental sources.

The catalog contains an alphabetical list of producers, distributors, and sponsors whose films are listed in the catalog; and a State-by-State directory of local 16-mm. film distributors and libraries.

THE BLUE BOOK OF 16-mm. FILMS. The Educational Screen, Inc., 64 East Lake Street, Chicago 1, Ill., $1.50.

A cumulative catalog, revised annually, of 16-mm. films, sound and silent, educational and entertainment, which are available in the United States. The 1951 catalog, to be published in December 1950, lists 7,261 such films.

The films are grouped by subject and indexed alphabetically by title. The catalog gives brief descriptions of the films, indicates by means of a numerical and symbol code the source of each film, and provides a list of the producers, sponsors, and distributors of the films.

FILMSTRIPS—A DESCRIPTIVE INDEX AND USERS' GUIDE. McGraw-Hill Book Co., Inc., 330 West Forty-second Street, New York 18, N. Y., $5.

A textbook and catalog of filmstrips prepared by Mrs. Vera M. Falconer and published in February 1948, this book contains an extensive discussion of filmstrips, of criteria for their selection, and of ways of using filmstrips; and a descriptive list of approximately 3,000 individual filmstrips. The filmstrips are grouped and classified by appropriate school subjects, and are indexed alphabetically by title. The catalog gives descriptions of the filmstrips, indicates their sources, and provides a directory of distributors.

FILMSTRIP GUIDE. The H. W. Wilson Co., 950 University Avenue, New York 52, N. Y., $3 annual subscription.

A cumulative catalog of filmstrips, sound and silent, which are currently available in the United States. This catalog, a companion publication to Educational Film Guide, follows the same pattern and form, and the subscription price includes both the annual edition and nine monthly supplements.

The 1950 edition of this catalog, compiled by Frederic A. Krahn and published in September 1950, lists 2,968 filmstrips, most of them released since January 1, 1947, since the H. W. Wilson Co. adopted the policy of including in its catalog only those filmstrips which are not listed in *Filmstrips—A Descriptive Index and Users' Guide* (see above).

Part 1 of the catalog is an alphabetical index of all the filmstrips—by individual title, series title, subject, and author. Part 2 classifies the filmstrips by subject matter according to the Dewey decimal system, and includes descriptive data on each filmstrip. The catalog contains a directory of the sources from which the filmstrips may be obtained.

EDUCATORS GUIDE TO FREE FILMS. Educators Progress Service, Randolph, Wis., $5.

A cumulative catalog, revised annually, of motion pictures which are loaned "free" (except for transportation costs) in the United States. Both 16-mm. and 35-mm. films are included. The 1950 edition, compiled by Mary Foley Horkheimer and John W. Diffor and issued in July 1950, lists 1,927 films.

The films are grouped under appropriate school subjects, indexed alphabetically by title, and cross-indexed according to the subject matter treated. The catalog provides brief descriptions of the films, indicates the source of each, and gives a list of these sources with explanations of the terms under which the films may be borrowed.

EDUCATORS GUIDE TO FREE SLIDE FILMS. Educators Progress Service, Randolph, Wis., $3.

The second edition of a projected annual catalog of filmstrips and sets of slides that are loaned "free" (except for transportation costs) in the United States. Both sound and silent filmstrips are included. The 1950 edition, compiled by Mary Foley Horkheimer and John W. Diffor and issued in August 1950, lists 428 filmstrips and 3 sets of slides. The filmstrips and slides are grouped under appropriate school subjects, indexed alphabetically by title, and cross-indexed according to the subject matter treated. The catalog gives brief descriptions of the filmstrips and slides, indicates the source of each and provides a list of these sources and addresses with explanation of the terms under which the filmstrips and slides may be borrowed.

Business-Sponsored Educational Films. Committee on Consumer Relations in Advertising, Inc., 420 Lexington Avenue, New York 17, N. Y., $1.50.

A catalog, published in 1949, of 16-mm. and 35-mm. films and of 35-mm. filmstrips which are sponsored by industry and are loaned "free" (except for transportation charges) in the United States. The films and filmstrips listed in the catalog are grouped together under subject headings according to their content. The catalog gives descriptions and sources of the films, and a directory of sponsors and distributors.

Guide to United States Govenment Motion Pictures. Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., $0.40.

A catalog of the 16-mm. and 35-mm. films of U. S. Government departments and agencies which are available to the public. Prepared by Henrietta B. Perry of the Motion Picture Division of the Library of Congress and published in June 1947, this catalog describes 1,330 films of 33 different Government agencies, groups the films under subject headings according to their content, gives instructions for borrowing or purchasing of films, and provides a title and subject index.

Note.—The Office of Education has compiled information on all U. S. Government motion pictures, filmstrips and sets of slides which are available for public use within the United States. A catalog of such films may be purchased from the Superintendent of Documents, Washington 25, D. C.

OTHER VISUAL-AIDS PUBLICATIONS OF THE OFFICE OF EDUCATION

102 Motion Pictures on Democracy (20 cents).

Radio and Television Bibliography (15 cents).

Directory of 2,002 16-mm. Film Libraries (30 cents).

Training Films for Industry (30 cents).

Movie Projectors in Public High Schools (15 cents).

United States Government and Pan American Union Motion Pictures on the Other American Republics (15 cents).

Purchase these publications, at the prices indicated, from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Send payment (check, money order, or currency; not stamps) with your purchase order.

BEHIND THE MENU

[Film: 16-mm., sound, black and white; time, 10 minutes]

AUDIENCE:	● Civilian and military food-service personnel.
PURPOSE:	● To educate food-service personnel in correct operational procedures.
CONTENTS:	● Offers a quick look at insanitary restaurant conditions, such as food utensil contamination, lipstick on glasses, chipped crockery, etc. ● Contrasted with the above are clean storerooms, equipment of sanitary design, and correctly sanitized dishes.
POINTS TO LOOK FOR:	● The need for handwashing. ● Rodent and insect infestations of stockrooms and kitchens. ● The spread of disease by an infected food worker who fingers food excessively. ● The need for educating food-service personnel. ● The inspection of food establishments by official agencies.
REVIEW POINTS AFTER SHOWING FILM:	● The importance of personal hygiene and proper storage methods in preventing food poisoning. ● Equipment of sanitary design contributes to ease of cleaning and over-all sanitation.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *Why is handwashing important?*

A. Because many diseases may be transmitted by contaminated hands.

Q. *Why should rodents and insects be eliminated from stockrooms and kitchens?*

A. Because of the material damage they cause and the serious disease hazards they represent.

Q. *Why is freezing food not recommended?*

A. Food poisoning outbreaks may result from this practice.

Q. *How can the education of food-service employees decrease the number of food-poisoning outbreaks?*

A. Through the use of correct procedures which are taught, the chances of infecting food are lessened.

AVAILABILITY:

Loan period: By arrangement.[1]

Charge: $1.50 per loan day.

Purchase or request loan from:
National Film Board of Canada,
1270 Avenue of the Americas,
New York, N. Y.

Purchase cost: $25.

BEST FOOD IN TOWN

[Film: 16-mm., sound, color; time, 15 minutes]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To show the difference between a well-managed restaurant where sanitation and cooperation are practiced by everyone from the manager to the boy who takes care of the garbage, and a sloppy place where every rule of sanitation is broken; and how the clean restaurant gets and earns a reputation of having the best food in town.

CONTENTS:

- The sharp contrast between good and bad techniques in food service, sanitation, care and storage of food, cleanliness of utensils, personal appearance of employees, and condition of kitchen is depicted.
- Handwashing, the first and most important thing for good service employees to understand, is well illustrated. The chef's hands, unwashed after using the toilet, are depicted by means of black coloring to show how bacteria travel.
- Bacteria cannot walk, run, swim, or fly, and so are transferred only by direct contact.
- Also seen are uncovered donuts, a fly on sugar, unwrapped crackers, and unrefrigerated cream.

POINTS TO LOOK FOR:

- Food-service employees under capable management are clean and healthy looking. They are contrasted with employees under poor management.

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[1] A limited number of prints are available on short loan to Navy Activities from:
Bureau of Medicine and Surgery,
Department of the Navy,
Potomac Annex,
Washington 25, D. C.
Attention: Audio-Visual Training Section.

- Clean and uncluttered kitchens and orderly storerooms are cited as the criteria indicating clean and safe food.

REVIEW POINTS AFTER SHOWING FILM:

- If sanitation and personal hygiene are not practiced by every employee, bacteria are transferred from one object to another or from one person to another. Example: Chef who did not wash his hands.
- Smoking is never allowed where food is stored, prepared, cooked, or served.
- The difference between working in a dirty, dingy-looking kitchen and a clean, well-lighted, well-ventilated food-preparation area is the difference between drudgery and satisfying work.
- If employees know the importance of proper handwashing, they will practice it not only for the sake of their customers, but for their own protection.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *Why are household pets not allowed in kitchens?*
A. Because of the danger of contamination of exposed food and drink. NOTE: Cats are usually found where mice are present.

Q. *Why is a glass never inverted over a milk bottle?*
A. Because the bottle could contaminate the otherwise clean lip of the glass.

Q. *Are unwrapped crackers sanitary?*
A. No. Hands touch them and they may be re-served.

Q. *How is garbage protected until its removal?*
A. Garbage is stored in tightly covered cans.

Q. *How is ice put into a drinking glass?*
A. With a scoop, never with fingers.

Q. *What is a safe temperature for refrigerated foods?*
A. Under 50° F.

AVAILABILITY:

Loan period: By arrangement.

Charge: None within State of Texas. In other areas, by arrangement.

Request loan from:
Texas State Board of Health,
Austin, Tex.

Purchase cost: $125.

Purchase from:

Jamieson Film Co.,
3825 Bryan Street,
Dallas, Tex.

CARE OF SOFT FLOORS

[Film: 16-mm., sound, color; time, 20 minutes]

AUDIENCE:

- Civilian and military managers, supervisors, and employees whose duty it is to care for floors.

PURPOSE:

- To demonstrate the proper care and maintenance of soft floors, including those made of wood, rubber, cork, asphalt tile, and linoleum. These methods are equally effective on terrazo floors.

CONTENTS:

- Care of floors in institutions, offices, dining rooms, kitchens, and appurtenances associated with these spaces is demonstrated in a clear, concise, step-by-step procedure.
- Specific cleaning problems are solved with specific cleaning aids. The importance of proper care and maintenance of the cleaning equipment is emphasized.

POINTS TO LOOK FOR:

- Proper planning required for an efficient cleaning job.
- Trained employees that do cleaning jobs with seemingly little effort, and without the tired, exhausted, and untidy appearance that is commonly associated with chores of this type.
- The clean, well-organized storage lockers which hold the well-kept cleaning equipment, and the neat storage arrangement for the cleaning supplies.
- The economy, which is evident in the use of proper amounts of cleaning compounds designed for particular jobs, and the proper maintenance of equipment, which ensures long life and better operating efficiency.
- The simplification of the over-all cleaning problem by well organized and planned procedure.

REVIEW POINTS AFTER SHOWING FILM:

- The proper strokes used in swabbing or mopping: Mop brought along the baseboard, making a straight line to a corner, then along the baseboard for 6 feet or so.
- A back-and-forth motion used in mopping, until an area of 6 or 8 square feet of floor space is covered.
- Another similar section is then done, leaving the soap solution on the first until another section is mopped. The first section is then rinsed with a clean mop wrung out of clean water.
- The absence of streaks on a properly cleaned floor.
- The clean, tidy appearance of the worker.
- Some machines have suction action; others require rinse and pick-up with a mop.
- Walls and baseboards are never splashed and do not require follow-up cleaning.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *What is conspicuous about the buckets in floor cleaning?*
A. They are clean inside and outside. No streaks of dirty water outside, no black, greasy rims inside.

Q. *Should employees guess or measure amount of soap and water used?*
A. They should measure the soap. They know what the buckets hold. (One ounce to the gallon is the usual amount.)

Q. *What do you do to the machine and the electric cord, after scrubbing or buffing?*
A. Machine is wiped off, cord is wiped and carefully wound around handle.

Q. *How should a cleaning-supply closet be kept?*

A. Clean and orderly, with all products labeled, in tightly covered bottles or containers.

Q. *Is the room in which the floor has been cleaned put back in order?*

A. Yes, always—and as nearly as possible as it was before the furniture was moved.

AVAILABILITY:

Loan period: By arrangement.

Charge: None.

Request loan from:
National Sanitary Supply Corp., Chicago 47, Ill.

COMPANY'S COMING

[Film: 16- and 35-mm., sound, black and white; time, 12 minutes]

AUDIENCE:

- Civilian food-service personnel.

PURPOSE:

- To show that every food-service employee plays a part in making food service to the public a success.
- To show the importance of teamwork, and to emphasize that all food-service jobs are interdependent for success.

CONTENTS:

- Courtesy, hospitality, and teamwork on the part of every food-service employee are shown to be essential. A job well done gives satisfaction to all employees. This entails "pride on the job in your job."

POINTS TO LOOK FOR:

- Embarrassment to head waiter when dish-machine operators does a sloppy job.
- The changed attitude of the waitress when she realizes her deficiencies. Her new attitude and smile show that she has changed her manner.
- Courtesy, a smile, and attention to the job are shown to make the day more pleasant and customers more satisfied, and help to assure the successful operation of the restaurant.

REVIEW POINTS AFTER SHOWING FILM:

- The need for teamwork among manager, hostess, and employee is stressed.
- The absence of teamwork, improper attitudes toward co-workers, and constant complaining are demoralizing to the entire food-service staff.
- The remedy to most bad situations may be found in improved personal hygiene and better mental outlook.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *Is the dish-machine operator's work important?*

A. Yes, not only for health reasons, but also for good customer relations.

Q. *Is the waitress' prime job merely serving food?*

A. No. She is also the company's representative and, as such, her attitude can help or hurt the business.

Q. *Can a cooperative and helpful attitude make work more interesting and less irksome for restaurant employees?*

A. Yes. (Draw out personal experiences from audience.)

Q. *Does the management set the pace in showing courtesy toward employees?*

A. Yes. Courtesy is not something to be turned on just for customers.

AVAILABILITY:

Loan period: By arrangement.

Charge: None.

Request loan from: Local restaurant association.

Purchase cost: $38.50.

Purchase from:
National Restaurant Association,
8 South Michigan Avenue,
Chicago, Ill.

A DISHWASHER NAMED RED

[Film: 16-mm., sound, black and white or color; time, 12 minutes]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To show proper methods of hand dishwashing.

CONTENTS:

- Three-compartment dishwashing techniques are outlined, including specifications for booster heating facility for the third final-rinse compartment.

POINTS TO LOOK FOR:

- Pre-rinsing of glasses and dishes is necessary to successful dishwashing.
- Glasses are always washed first, while the wash water is at its cleanest.
- A good detergent is essential.
- Sufficient dish baskets are needed for proper washing and air-drying.

REVIEW POINTS AFTER SHOWING FILM:

- Overloading of baskets is a poor technique.
- Pre-washing of dishes is needed before racking and washing.
- Note the proper wash (120°–140° F.) and rinse (170° F.) temperatures.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *Why should the third compartment of a sink be heated to 170° F?*
A. To sanitize the dishes, and enable them to dry more rapidly.

Q. *Is toweling of dishes and glasses in a restaurant permitted?*
A. No. Toweling contaminates sanitized dishes.

Q. *Will several baskets be of any advantage?*
A. Yes. While one basketful is air-drying, another can be soaking in the third compartment, while another can be racked and washed.

Q. *Why should glasses be washed first?*
A. Because the water in all sinks is fresh and clean, and with the proper amount of detergent, sparkling clean glasses will result.

AVAILABILITY:

Loan period: Not available for loan.

Purchase cost: $33.75 (black and white); $67.50 (color).

Purchase from:
General Pictures, Inc.,
621 Sixth Avenue,
Des Moines, Iowa.

DISHWASHING BY HAND

[Film: 16-mm., sound, color; time, 18 minutes]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To train food-service personnel in the correct methods of scrapping, pre-rinsing, washing, and sanitizing dishes by hand.

- To show what equipment and supplies are essential to proper hand dishwashing.

CONTENTS:

- With a few animated sequences, supported by documentary, the various steps in hand dishwashing are shown.
- The basic principles of dishwashing are the same, whether done by hand or by machine. A very brief review of machine dishwashing is shown for comparison.

POINTS TO LOOK FOR:

- Watch for the five principle steps in hand diswashing.
- Note how these five steps compare basically with machine dishwashing.
- Note carefully the most common point at which hand dishwashing procedures are most likely to break down.
- The temperature requirements as compared to those for chemicel sanitization methods.

REVIEW POINTS AFTER SHOWING FILM:

- The step-by-step procedures in washing dishes by hand:
  (a) Sorting—stacking;
  (b) Scrapping;
  (c) Pre-rinsing;
  (d) Washing;
  (e) Sanitizing, by heat, by chemical methods;
  (f) Storage;
  (g) Handling after sanitization to prevent re-contamination.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *Name the principle steps involved in washing dishes by hand.*
A. Same as under "Review Points."

Q. *What are the proper temperatures for washing and sanitizing dishes?*
A. Wash temperature 120°–130° F. This is about as much heat as the hands can bear. Sanitize at 170° F. for 2 minutes.

Q. *What alternate method (other than heat) may be used in sanitizing dishes and utensils?*
A. The use of chlorine of approved strength, or other similar chemicals.

Q. *What are the basic responsibilities of the (a) supervisor and (b) operator?*

1. (a) The supervisor must know all details concerning the operation and maintenance of dishwashing equipment.
   (b) He must maintain constant supervision over operators.
   (c) He must assure himself that the operators are adequately trained.
2. (a) The operator must fully understand how to clean, sanitize, handle, and store dishes and utensils properly, and why.
   (b) He must understand how to maintain equipment and general cleanliness of the dishwashing area, and why.

AVAILABILITY:

Contact:
Director of Training and Investigation,
Department of Health,
116 Temple Street,
Los Angeles 12, Calif.

DISHWASHING DIVIDENDS

[Symbol reference: Navy, MC 6993. Film: 16-mm., sound, color; time, 20 minutes]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To illustrate the most modern recommended methods and procedures for dishwashing operations.

  NOTE.—There are two editions of this film. This guide is intended to cover both. The 1951 edition shows some things not included in the original edition. The portions of this guide enclosed in parentheses ( ) apply only to the 1951 edition.

CONTENTS:

- The complete care and handling of dishes, glasses, and silverware, from the time they leave the dining table through the bussing, scrapping, pre-flushing, washing, rinsing, drying, and storage steps until ready for re-use.
- A variety of dishwashing machines and auxiliary equipment, as well as dish-room layouts, are shown. (Much of the 1951 film shows the very latest in dish-room layout and equipment.)
- Operation, proper care, maintenance, and servicing of dish machines are illustrated.
- The importance of maintaining the proper detergent concentration is emphasized, and the use of an electronic dispenser for this purpose is illustrated.
- The film shows the use of the Salvajor and other pre-flush methods for removal of unused food prior to washing of dishes (1951 edition shows the use of a Salvajector, which is a combination of pre-flush and garbage grinding).
- Labor-saving methods of handling dishes, proper sorting, racking, etc., are shown. Mass toweling of silverware is illustrated. (The 1951 edition shows a much improved method of handling silverware, and the use of special methods for obtaining the quick drying and draining of silverware without toweling.)

POINTS TO LOOK FOR:

- Removal of dirty dishes by waiters, and the proper method of sorting silverware, dishes, and glassware for most efficient cleaning. (The 1951 edition shows how waitress or busboy can inspect and sort out heavily soiled utensils, such as glasses with lipstick on them, into separate racks for special attention. Also shows the use of a single-motor-driven brush glasswasher as an auxiliary unit for handling these heavily soiled glasses.)
- Proper scrapping method, use of pre-flush to remove unused food.
- Garbage handling in dishroom (the new film shows garbage grinder).
- Operation and care of dish machine.
- Proper control of detergent concentration.
- Dishroom layouts.
- Inspection and maintenance of dishwashing machines.
- Pre-soaking of silver and hard-to-clean dishes.
- Inspection of dishes (the new film, inspection of silverware after rinsing).

REVIEW POINTS AFTER SHOWING FILM:

- The need for instituting routine procedures in the dishroom as a means of promoting efficiency and preventing breakage.

- Knowledge of how to fill tanks and add detergents is necessary for effective dishwashing.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *In what ways has this film been helpful to you?*

A. (This depends upon the class of food-service employees viewing film—managers, waitresses, bus boys, etc.)

Q. *Are clean dishes or glasses ever toweled? Is silver?*

A. Dishes and glassware, no. Silver can be toweled without hands touching the business end.

Q. *Is the right amount of dishwashing compound important?*

A. Yes. Less than enough will not do the job; too much will tax the rinse water.

AVAILABILITY:

Loan period (maximum): 7 days.

Charge: None.

Request loan or purchase from:
Economics Laboratory, Inc.,
Guardian Building,
St. Paul, Minn.

Special shipping instructions: Insure $100 Air Express.

Purchase cost: $104.50.

NOTE.—This film is available to Department of Defense, other components of the Armed Forces, and Federal agencies, from Department of the Navy, Training Aids Section, Libraries and Depots. Request under symbol MC-6993.

EATING OUT

[Film: 16-mm., black and white; time, 24 minutes]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To demonstrate the advantages of a well-equipped, well-managed food establishment.

CONTENTS:

- Two restaurants, one very good and the second very poor, are contrasted.
- In the first establishment, good refrigeration, proper construction features, correct mechanical dishwashing, excellent personal appearance and personal hygiene of employees, good service and courtesy are cited.
- The exact opposite of the above conditions is seen in the second establishment. Such conditions as smoking in the kitchen, handling food with fingers rather than with utensils, improper bulk milk dispensing, and poor refrigeration are seen.

POINTS TO LOOK FOR:

- The decided difference between managers.
- The difference in spirit, in morale, and, consequently, in operation, between the two restaurants.
- How oblivious the manager of the poor establishment is, because of lack of training and interest, poor equipment, and insanitary conditions.

REVIEW POINTS AFTER SHOWING FILM:

- Personal hygiene is essential to food establishment success.
- A clean and safe business is a source of satisfaction to all involved.
- Cleanliness and proper operation of refrigeration equipment are needed for proper food storage.

- Many insanitary practices, such as inadequate refrigeration with resultant spoilage, sweeping floors while food is being prepared, and improper milk handling, are common in some establishments.
- Handwashing after every visit to the toilet is necessary for good sanitation.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *Should cleaning of kitchen and equipment be scheduled and checked?*
A. Yes. Equipment should be promptly cleaned after use. Toilet rooms should be cleaned daily, and checked at least three time a day.

Q. *Why are hairnets for women and caps for men necessary?*
A. To prevent hair and the bacteria on it from falling into the food.

Q. *Is it enough that cups and glasses are washed properly?*
A. No. All employees should know how to handle cups by the handles, and glasses so that fingers do not touch the rims, so as not to undo all the careful washing.

Q. *What is the maximum operating temperature for refrigerators?*
A. 50° F.

Q. *Is covering a sneeze or cough with your hand a good idea?*
A. No. You merely add more bacteria to your hands. A sneeze or cough should be covered with a tissue which can be thrown away.

AVAILABILITY:

Loan period: 7 days.

Charge: Transportation costs only.

Request loan from:
Flint City Health Department,
Division of Food and Sanitation,
Flint, Mich.

Purchase cost: $21.50.

Purchase from:
Mecca Film Laboratories, Inc.,
630 Ninth Avenue,
New York 19, N. Y.

FLY ABOUT THE HOUSE

[Film: 16-mm., sound, color; time, 10 minutes]

AUDIENCE:
- Civilian food-service personnel.

PURPOSE:
- To point the finger of guilt at man—not at the fly—for the presence in our homes of this common and dangerous germ-carrier.

CONTENTS:
- The story of two flies who invade a slovenly-kept house. They enjoy its hospitality, and spread their germs to exposed food. Then they fly off to other victims, leaving behind a well-filled grave plot as the memorial of their visit.

POINTS TO LOOK FOR:
- The kind of housekeeping that tolerates, even invites, the fly and the bacteria he carries.
- The sort of environment from which the fiy comes before entering a home.

REVIEW POINTS AFTER SHOWING FILM:
- See "Contents" and "Points to Look for."

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *How do flies gain entrance into the house?*

Q. *Where had they been before entering the house?*

Q. *Do you think the fly itself is responsible for the germs it leaves on everything it touches?*

AVAILABILITY:

Loan period: As booked.

Charge: $4 per day, $9 per week.

Request loan from:

Film Librarian,
Communication Materials Center,
413 West One Hundred Seventeenth Street,
New York 27, N. Y.

Purchase cost: $90.

Purchase from:

Communication Materials Center,
413 West One Hundred Seventeenth Street,
New York 27, N. Y.

FORTY BILLION ENEMIES

[Film: 16-mm., sound, color; time, 26 minutes]

AUDIENCE:

- Small restaurant operators, dietitians, homemakers, retailers, and women's groups.

PURPOSE:

- To show the use of a modern household-type refrigerator:
  - (a) Why the storage of foods in a refrigerator is important to health and economy;
  - (b) How best to store different types of food;
  - (c) Useful hints on refrigerator care;
  - (d) How to get the most out of your refrigerator;
  - (e) How to defrost a refrigerator in fifteen minutes.

AVAILABILITY:

Loan period: None.

Purchase cost: $140.

Purchase from:

Westinghouse Electric Corp.,
Film Division,
511 Wood Street,
Pittsburgh 19, Pa.

HOSPITAL FOOD SERVICE—PART I: PERSONNEL TRAINING INTRODUCTION

[Symbol reference: Army, TF 8–1575; Navy, MA 7277a. Film: 16-mm., sound, black and white; time, 17 minutes]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To stimulate interest in each food-service job in a hospital.
- To teach all employees the necessity for cooperation in the serving of safe and nourishing food.
- Sick people need enjoyable meals to boost their morale.

CONTENTS:

- Chief Dietitian and Chief Cook discuss regular and special diet requirements for dinner menu.
- A tour of the kitchen, storeroom, meat refrigerator, bakery, vegetable and salad rooms, and the scullery, showing how each department contributes to a good meal.
- Proper and efficient serving methods are shown to bring satisfaction to patients. Important among these is keeping hot food hot and cold food cold.

POINTS TO LOOK FOR:

- Cooperation and teamwork on the part of all employees is necessary.
- Planning of even the best menu would be futile unless each department does its share to contribute to the whole.
- Timing of all kitchen operations is essential to the eventual success of the entire meal.

REVIEW POINTS AFTER SHOWING FILM:

- Attention is called to storage of meat prior to grinding.
- Proper handling of ground hamburger is emphasized.
- Note should be made of the one bulging can of peas. Dented cans are safe, but swollen cans should never be used.
- Good coffee can be made only in clean urns, using correct coffee-water proportions.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *Why is everyone's job in a kitchen important?*
A. Because each job dovetails with another. Kitchens need teamwork.

Q. *Why should all food-service employees wear washable uniforms?*
A. So that they will develop clean habits in their work.

Q. *Why were the pans of hamburger kept in the refrigerator before they were cooked?*
A. To prevent any possible contamination from a sneeze, cough, etc.

Q. *Why were the peeled potatoes completely covered with water?*
A. To preserve their whiteness. Peeled potatoes out of water turn dark.

Q. *Why should a swollen can of peas or beans never be used?*
A. Because it might be contaminated by the bacteria which causes botulism, a fatal disease.

Q. *Are consideration and courtesy necessary in a kitchen?*
A. Yes. They prevent accidents and promote a smoother work pattern.

AVAILABILITY:

Loan period: By arrangement.

Charge: None.

Request loan from:

Department of the Army Film Libraries, and Department of the Navy Training Aids Section, Libraries and Depots. (For U. S. Army, Navy, Air Force, Coast Guard, Public Health Service, and other official agencies approved by the Department of Defense.)

Purchase cost: $22.83.

Purchase from:

United World Films,
Castle Film Division,
445 Park Avenue,
New York 22, N. Y.

HOSPITAL FOOD SERVICE—PART II: PERSONNEL TRAINING THE INDIVIDUAL

[Symbol reference: Army, TF 8–1575; Navy, MA 7277b. Film: 16-mm., sound, black and white; time, 13 minutes]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To impress upon food-service personnel the basic principles of personal hygiene.
- To show how bacteria can be conveyed from person to person, from hands to food, from dirty towel to hands to food; and how clean utensils may be contaminated by hands.
- To portray the role of the clean locker room as an aid in promoting personal hygiene.

CONTENTS:

- "Stupe Scattergerm," a character in the film, shows how every rule of sanitation and personal hygiene can be broken through lack of training.
- Petri dish cultures of hair show the necessity of wearing a hat or hair net.
- Even when hands are carefully washed with soap and water, cultures show that they still may harbor harmful bacteria. This demonstrates the importance of using proper utensils whenever possible.
- Bacteria do not thrive in clean kitchens. Therefore, cooking utensils should be cleaned thoroughly and any spills on the floor wiped promptly.
- Any illness should be reported so that the employee can be used in work not involving contact with foods or utensils.

POINTS TO LOOK FOR:

- The need for frequent handwashing, including its practice before starting work for the day.
- Clean washable uniforms, aprons, and caps or hair nets are mandatory for all kitchen employees.
- How "Stupe" spreads bacteria from hand to mouth via handkerchief, towel, etc. Because germs "get around," employees must practice frequent hand washing to avoid being a "Stupe."

REVIEW POINTS AFTER SHOWING FILM:

- The importance of frequent handwashing and keeping hands off food will help the employee master the first rule of good sanitation. Ask yourself if you would want to use a glass or utensil that has been fingered by someone else.
- Once having learned personal hygiene, practice it on and off the job.
- Good personal appearance, cleanliness, and neatness are always assets.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *What is the most important single rule in the kitchen?*
A. Have clean hands and don't use them on food where a proper tool is available.

Q. *Why is a white uniform necessary in a kitchen?*

A. Because it shows dirt and enhances sanitation.

Q. *Is it wrong to remind another employee of his failure to wash his hands upon leaving the toilet room?*
A. No. Sanitation requires cooperation.

Q. *Can disease be spread other than by nose, mouth, and throat discharges?*
A. Yes. Intestinal discharges can spread disease. That's why handwashing is so important after visiting the toilet.

AVAILABILITY:

Loan period: By arrangement.

Charge: None.

Request loan from:

Department of the Army Film Libraries, and Department of the Navy, Training Aids Section, Libraries and Depots. (For U. S. Army, Navy, Air Force, Coast Guard, Public Health Service, and other official agencies, as approved by the Department of Defense.)

Purchase cost: $22.83.
Purchase from:
United World Films,
Castle Film Division,
445 Park Avenue,
New York 22, N. Y.

HOSPITAL FOOD SERVICE—PART III: PERSONNEL TRAINING EQUIPMENT

[Symbol reference: Army, TF 8–1577; Navy, MA 7277c. Film: 16-mm., sound, black and white; time, 12 minutes]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To acquaint new employees with the hospital kitchen, emphasizing the most efficient way to work in such a kitchen.

CONTENTS:

- Personal contact with a junior cook, on a friendly basis, clarifies points which were confusing the new employee.
- Cook explains importance of sanitation in a hospital kitchen by discussing:
  (a) Necessity for cleaning and sanitizing eating utensils;
  (b) Outbreak of food poisoning involving meat grinder.
- The employee is impressed and is now ready to do his share to see that dishes are well cleaned.

POINTS TO LOOK FOR:

- The necessary preparation before employees go on the job.
- Clean uniform and caps must be worn, shoes shined, and hands carefully washed.
- The junior cook, who knows his job well, does not practice what he preaches since he is not too careful about uniform cleanliness.
- The locker rooms are clean and street clothes are neatly put away.
- The sores on an employee's hands are closely scrutinized.

- The dietitian explains cleaning methods for various pieces of equipment.

REVIEW POINTS AFTER SHOWING FILM:

- Explain to employees the "how" and "why" of personal hygiene and hand washing.
- Food poisoning as a result of dirty equipment, as seen in the film, may be used to emphasize the way in which patients may be made ill through food.
- Food poisoning may be prevented by all employees doing their jobs properly and seeing that others do their jobs properly.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *Are baths and clean clothing required daily?*
A. Yes. One feels better, looks better, and does better work.

Q. *Why is handwashing after visiting the toilet important?*
A. Because contaminated hands spread food-borne diseases.

Q. *Why is a cap or hair net necessary?*
A. Because hair in food is both disgusting and potentially dangerous.

Q. *Why is pre-rinsing dishes necessary prior to washing them?*
A. Because the detergent and wash water can be effective only if they are not wasted in removing gravy, garbage, etc., from the plate.

Q. *What is your first chore when cleaning electrical equipment?*
A. Pull the electric plug to shut off the juice.

Q. *Can physically clean dishes still have bacteria on them?*
A. Yes, because bacteria are killed only in water of at least 170° F., and simple washing will not remove them.

AVAILABILITY:

Loan period: By arrangement.

Charge: None.

Request loan from:

Department of the Army Film Libraries, and Department of the Navy Training Aids Section, Libraries and Depots. (For U. S. Army, Navy, Air Force, Coast Guard, Public Health Service, and other official agencies, as approved by the Department of Defense.)

Purchase cost: $22.83.

Purchase from:

United World Films,
Castle Film Division,
445 Park Avenue,
New York 22, N. Y.

HOSPITAL FOOD SERVICE—PART IV: PERSONNEL TRAINING SERVING FOODS

[Symbol reference: Army, TF 8–1575; Navy, MA7277d. Film: 16-mm., sound, black and white; time, 15 minutes]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To impress new employees with the importance of good food service in wards and dining halls, in relation to patient welfare.

CONTENTS:

- The details of bed patient and convalescent patient service routine are shown.

- Emphasis is placed on advance planning, teamwork, accuracy, timing, cleanliness of employees, good humor, and sanitation. The contribution of all these factors to the satisfaction found in serving food to patients is shown.

POINTS TO LOOK FOR:

- Attractive arrangements of food on plates, trays, and counter.
- Techniques involved in keeping hot foods hot and cold foods cold.
- Precautions which are emphasized in the serving of the proper tray to diet patients.
- Proper placement of patient's tray, so that self-feeding is possible.

REVIEW POINTS AFTER SHOWING FILM:

- It is important that the patient receive the right tray.
- Correct handling of utensils and cleanliness of personnel who work in the kitchen are important factors in serving safe food to bedridden patients.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *Why are special diets important to some patients?*
A. Because, often times, the diet constitutes an important part of treatment.

Q. *What is the difference between a bland and a low-salt diet?*
A. A bland diet consists of soft foods with no roughage. A low-salt diet has little or no seasoning, never includes any cured or briny meats.

Q. *Is sanitation of counters, trays, dishes, glasses, and silver important in hospitals?*
A. Yes. Sanitation is important to all types of food service, but especially in hospitals.

Q. *How can good foods be badly served?*
A. Portions which are too large, or sloppily served portions, constitute badly served food.

AVAILABILITY:

Loan period: By arrangement.

Loan charges: None.

Request loan from: Department of the Army Film Libraries, and Department of the Navy, Training Aids Section, Libraries and Depots. (For U. S. Army, Navy, Air Force, Coast Guard, Public Health Service, and other official agencies, as approved by the Department of Defense.)

Purchase cost: $22.83.

Purchase from:
United World Films,
Castle Film Division,
445 Park Avenue,
New York 22, N. Y.

THE HOUSEFLY

[Film: 16-mm., sound, black and white; time, 11 minutes]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To show the life story of a housefly:
  - (a) Breeding habits;
  - (b) Growth;
  - (c) Feeding habits.

CONTENTS:

- Flies deposit their eggs in decaying organic matter.
- The eggs, usually about 100, are incubated by the heat of the decay process.
- Larvae emerge from the eggs, and bury themselves deep in the decaying matter and in the earth below it.
- Larvae go into a resting stage—the pupae.
- After about 5 days, the adult flies emerge.
- Close-up photography shows the mouth and head parts of the insect.
- The housefly frequents refuse heaps and garbage dumps and carries germs from them to food.
- To dissolve sugar and other solid foods, the fly secretes a germ-laden stomach juice on them.
- There are many methods of controlling the housefly:
  - (a) Screens, fly paper and flyswatters;
  - (b) Elimination of breeding places;
  - (c) Sanitary garbage cans.

POINTS TO LOOK FOR:

- Flies lay eggs in animal refuse or garbage.
- One fly can lay 100 eggs at a time. Each female can lay up to 5 batches in a life time.
- The fly goes from filth to food.
- Flies' legs and stomach juices are germ- and filth-carriers.

REVIEW POINTS AFTER SHOWING FILM:

- Note where flies breed and why breeding places should be removed.
- Note why screening is necessary.
- Note why breeding places should be treated early in the spring.
- Flies reproduce abundantly.
- Flies are capable of spreading disease from filth to food.
- The way to eliminate flies is to screen them out, eliminate breeding places, and kill them.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *Where does the housefly lay her eggs?*
A. In refuse, manure, and in garbage dumps.

Q. *How many stages are there in a fly's life?*
A. Four—egg, larva (maggot), pupa, and adult.

Q. *How does the fly carry bacteria?*
A. On the hairy legs and body surfaces.

Q. *How does a fly eat sugar or any other solid food?*
A. It brings up liquid from its stomach, dissolves the food, and then sucks it up.

AVAILABILITY:

Loan period: None.

Charge: 1 to 3 days rental, $2.50.

Purchase cost: $50.

Rent or purchase from:
Encyclopedia Brittanica Films, Inc.,
450 West Fifty-sixth Street,
New York 19, N. Y.

NOTE.—There are available also several other films on this subject. See "list of films" for which no utilization guides are available.

HOW TO GET THE MOST OUT OF YOUR REFRIGERATOR

[Film: 16-mm., sound, black and white; time, 25 minutes]

AUDIENCE:

- Small restaurant operators, dietitians, homemakers, retailers, and women's groups.

PURPOSE:

- To show the use of a modern household type of refrigerator:
  - (a) Why the storage of foods in a refrigerator is important to health and economy;
  - (b) How best to store different types of food;
  - (c) Useful hints on refrigerator care;
  - (d) How to get the most out of your refrigerator;
  - (e) How to defrost a refrigerator in 15 minutes.

AVAILABILITY:

Loan period: 3 months.

Charge: Transportation costs.

Purchase cost: $43.50.

Purchase, or request loan, from:
Film Distribution Section,
Public Relations Department,
General Motors Corp.,
3044 West Grand Boulevard,
Detroit 2, Mich.

IT'S NO PICNIC

[Film: 16-mm., sound, black and white; time, 12 minutes]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To show how a food poisoning outbreak occurs, how the source is traced, and what may be done to prevent it.

CONTENTS:

- A delicatessen prepares food for a large picnic.
- The food, some of which is of the type which offers good bacteria culture medium, is carelessly prepared and handled in packing.
- Many of the picnickers are shown to develop the symptoms of food poisoning that evening.
- The Health Department investigates the outbreak and locates the source of the food poisoning.

POINTS TO LOOK FOR:

- Note the over-handling of all the food. The use of tools—spatula, fork, or tongs—is emphasized as necessary.
- Note the type of establishment in which the infected food was prepared, and how the general environment correlates with the safety of the food.

REVIEW POINTS AFTER SHOWING FILM:

- Food that is refrigerated at 50° F. or below is safe, if stored properly.
- Cleanliness and orderliness are essential in a refrigerator.
- Utensils must be clean, and must be used properly and where appropriate.
- All utensils have proper storage places.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *What foods are most likely to spoil on a picnic?*

A. Anything containing eggs—egg salad, mayonnaise, dressing, and cream puffs. Ham sandwiches are often spoiled.

Q. *What are the symptoms of food poisoning?*

A. Nausea, cramps, vomiting, and diarrhea.

Q. *With food poisoning, is one made sick immediately?*

A. No. Symptoms usually appear 2 to 6 hours after eating.

Q. *What should you do if you believe you have a case of food poisoning?*

A. Call your own doctor. He will notify the Health Department. A thorough investigation will then be made.

AVAILABILITY:

Prepared by the New Mexico State Department of Public Health.
Out of print.

KEEP 'EM OUT

[Film: 16-mm., sound, black and white; time, 10 minutes]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To impress on food-service personnel, particularly managers, supervisors, and night workers, that rats:
  - (a) Are hazards to health;
  - (b) Cause much damage to property;
  - (c) Can bore through certain structural materials.
- To show how to keep rats out.

CONTENTS:

- Diseases can be transmitted from either living or dead rats to man.
- When a rat dies, lice leave the dead body to find another host. Host is sometimes man who, when bitten, may contract a disease, such as typhus fever.
- Rat excreta may contaminate food or utensils unless they are properly protected.
- Rats reproduce rapidly where adequate food and shelter are available.
- Building rats out is an important control measure, in old as well as in new structures.
- Presence of rats may be detected by checking stairs, floors, baseboards, and pipes, for droppings; and rat runs for footprints. In the latter case, flour can be spread around a suspected lane, or area where other evidence of infestation is not readily apparent.

POINTS TO LOOK FOR:

- The rat's cunning and strength.
- Note how rats can get in between double walls and make nests that only an experienced person can find.
- Rubbish piles, junk, and poorly covered garbage cans attract rats.
- "An ounce of prevention is worth a pound of cure."

REVIEW POINTS AFTER SHOWING FILM:

- Survey for presence of rats. If found, kill by trapping, or through use of poison by trained operators.

- Build them out in new structures; remodel old structures when necessary.
- Complete community rodent extermination requires cooperation of city, State, Federal agencies.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *How can you detect the presence of rats?*

A. Droppings, foot marks, odor, grease smears from dirty body.

Q. *How can a food establishment be protected?*

A. Blocking entrance with metal flashing on base of doors; proper disposal of garbage through incineration and use of tightly covered cans.

Q. *How much food do rats destroy annually?*

A. Millions of dollars' worth.

Q. *Is it wise to conceal the fact that you have seen a rat in the kitchen at night?*

A. No. Keep after it until it has been trapped or poisoned. Remember that if you have seen one, there are probably more in hiding.

AVAILABILITY:

Loan period: By arrangement.

Charge: None.

Request loan from:

U. S. Public Health Service,
Headquarters, Washington, D. C., or
Regional Offices (see Appendix 7).

Purchase cost: $12.

Purchased from:

Stark Film,
Howard and Center Streets,
Baltimore, Md.

MEATS WITH APPROVAL

[Symbol reference: Army, MF 1379. Film: 16-mm. and 35-mm., sound, black and white; time, 20 minutes]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To show the various meat-inspection procedures used by the U. S. Department of Agriculture.

CONTENTS:

- History of meat-inspection laws.
- Sanitation, modern equipment, good lighting, and thorough meat inspection, are discussed in relation to their value to the public health.
- Both ante- and post-mortem inspection, the respective stamps, and detailed follow-up inspections are cited.

AVAILABILITY:

Loan period: By arrangement.[1]

Charge: None.

Request loan from:

Motion Picture Service,
Office of Information,
U. S. Department of Agriculture,
Washington 25, D. C.; or

Department of the Army Film Libraries. (For U. S. Army, Navy, Air Force, Coast Guard, Public Health Service, and other official agencies, as approved by the Department of Defense.)

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[1] See footnote on p. 147.

Purchase cost: $21.40.

Purchase from:
United World Films, Inc.,
Castle Films Division,
1445 Park Avenue,
New York 29, N. Y.

PERSONAL HYGIENE

[Symbol reference: Army, TF8–1665. Film: 16-mm., sound, black and white; time, 30 minutes]

AUDIENCE:

- Civilian and military personnel.

PURPOSE:

- To teach the fundamentals of personal hygiene.
- To show what each individual must do to maintain good personal hygiene.
- To point out that an individual's own well-being is dependent, to a large degree, on personal cleanliness.
- To show the potential danger to others in a unit, when one member fails to observe the basic rules of personal hygiene.

CONTENTS:

- The film covers the details of the following procedures relating to personal hygiene:
  Care of the hair, teeth, feet, and body;
  Proper diet;
  Frequent bathing;
  Brushing of teeth;
  Care of dentures;
  Disposal of individual waste and garbage;
  Proper selection of shoes and socks;
  Personal habits such as sneezing, etc.;
  Safe water supply in the field.

POINTS TO LOOK FOR:

- Personal problems encountered when certain fundamental rules pertaining to hygiene are not observed.
- How a soldier gets his fellow soldiers into trouble because he refuses to observe rules of personal hygiene.

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[1] Limited number of copies available for special distribution from:
Director, Meat and Dairy Hygiene School,
% Chicago Quartermaster Depot,
1819 West Pershing Road,
Chicago 9, Ill.; or
Director, Department of Veterinary Service,
Medical Field Service School,
Brooke Army Medical Center,
Fort Sam Houston, Tex.; or
Director, Veterinary Division,
Army Medical Service Graduate School,
Army Medical Center,
Washington 12, D. C.

- How his friends decide on a strategem—to teach him the elements of personal hygiene by setting the doctrine to song lyrics, since he seems to remember these quite well.
- As a result, the soldier learns the fundamentals of how to care for his own person, and becomes the pride of his outfit.

REVIEW POINTS AFTER SHOWING FILM:

- The importance of personal hygiene to other persons in a group or unit.
- How to care properly for one's own person; also, what happens when one person in a unit fails to follow the rules.
- The proper way to care for the teeth.
- The importance of proper shoes and socks.
- Efforts made by a group to cause one soldier to recognize the importance of adhering to the simple, fundamental rules of personal hygiene.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *What are the basic rules in personal hygiene?*

A. Take a daily bath; clean the teeth properly; keep the fingernails cut short and well cleaned; keep the hair trimmed neatly; cover your mouth or otherwise muffle coughs and sneezes, etc.

Q. *Why is it necessary to observe the rules for personal hygiene?*

A. To keep the body clean and free from perspiration odors; to reduce the number of bacteria and fungus infections; to prevent the spread of harmful bacteria from one person to another.

Q. *Why is it necessary to wear properly-sized shoes and socks?*

A. To keep the feet from becoming sore; to prevent the formation of blisters; to reduce sweating and subsequent fungus infections.

AVAILABILITY:

Loan: By arrangement.

Charge: None.

Request loan from:

Department of the Army Film Libraries. (For U. S. Army, Navy, Air Force, Coast Guard, Public Health Service, and other official agencies, as approved by the Department of Defense.)

PLAGUE CONTROL

[Symbol reference: Navy, MN 4049. Film: 16-mm., sound, color; time, 21 minutes]

AUDIENCE:

- Civilian and military personnel.
- It is recommended that the first 5 minutes of the film be shown to male audiences only. If shown to mixed audience, start with scene of a seaport town, and narration, "Plague is widely distributed throughout the world."

PURPOSE:

- To teach the potential danger of plague infection in rural areas and cities, and methods of combatting this disease.

CONTENTS:

- An epidemic of bubonic plague in Africa is shown, with measures used in disposing of human remains and combatting rodent infestations.
- The geographic distribution of plague is shown. Infection of man by a flea leaving the body of a dead rat is demonstrated.
- Epidemiology of a plague epidemic, and control by mass inoculation, fumigation, insect control by dusting with DDT, and established area control measures are clearly emphasized.

- The duties of a plague-control laboratory, and methods associated with rodent control, such as ratproofing and trapping, are discussed.
- Pre-baiting and the use of poison baits are covered.
- Detection of rat signs and harborages, with recommended removal of food supplies, clean-up campaigns, and other control measures.

POINTS TO LOOK FOR:

- The geographic distribution of plague.
- How man may become infected with plague.
- What constitutes rat harborage.
- The principle control measures directed toward plague control.
- Measures taken to reduce the rodent population.

REVIEW POINTS AFTER SHOWING FILM:

- Major points in plague control:
  - (a) Area control measures;
  - (b) Mass inoculations;
  - (c) Detecting rodent infestations;
  - (d) Insect control measures;
  - (e) Rodent control measures, in order of importance.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *Are rat signs difficult to detect?*

A. No. After seeing and recognizing some of the habits of the rat, the signs are easily detected.

Q. *Is plague contracted from the bite of a rat?*

A. No. Plague is caused by the plague bacillus (*Pasteurella pestis*), which lives in the blood of the rat and is transmitted from rat to man by the flea, which is the vector.

Q. *What are the most important measures in the control of the rodent population?*

A. Building them out;
Starving them out;
Trapping;
Poisoning;
Fumigation;
Shooting.

AVAILABILITY:

Loan period: By arrangement.

Charge: None.

Request loan from:

Department of the Navy Training Aids Section, Libraries and Depots. (For U. S. Army, Navy, Air Force, Coast Guard, Public Health Service, and other official agencies, as approved by the Department of Defense.)

Purchase cost: $96.19.

Purchase from:

United World Films,
Castle Film Division,
445 Park Avenue,
New York 22, N. Y.

PRACTICAL RAT CONTROL—RAT KILLING

[Symbol reference: USPHS, M37F; Army TF 8–1674. Film: 16-mm., Black and white; time, 37 minutes]

AUDIENCE:

- Civilian and military food-service and other employees.

PURPOSE:

- To show various baiting, poisoning, and trapping methods for rat control.
- To impress upon the viewer that rat killing, without elimination of food supply and harborage, is not rat control.

CONTENTS:

- The use of various poisons, such as Red squill, ANTU, Arsenic trioxide, 1080, and Warfarin, is discussed. Dosages and time of effect are given for each.
- Both box- and guillotine-type traps are shown, with the methods of prebaiting and baiting each.
- Poisoning precautions, such as marking, nonuse around pets and children, and restriction in regard to kitchen, are cited.

POINTS TO LOOK FOR:

- Note the rat-control measures used in substandard areas with little or no sanitation.
- The precautions involved in poisoning campaigns are most important and should be carefully noted.
- No poisons are stored in kitchens or other food preparation, storage, or serving areas.

REVIEW POINTS AFTER SHOWING FILM:

- Note how the various baits are mixed and wrapped, so that they may be distinguished by the wrappings.
- After 1 week, 90 percent of the campaign areas should show results. The remainder will need repeated treatment.
- Education and improved sanitation, including better housekeeping, are necessary for real rat control.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *What is the difference between rat killing and rat control?*

A. Rat control involves killing, destruction of harborage, removal of food supplies, and blocking of rat entries.

Q. *What precautions are necessary in rat poisoning?*

A. No poisons shall be stored in food preparation, storage, or serving areas, or used where pets or children may have access to them.

AVAILABILITY:

Loan period: By arrangement.

Charge: None.

Request loan from:

Medical Director,
Communicable Disease Center,
50 Seventh Street NE.,
Atlanta 5, Ga.; or

Department of the Army Film Libraries. (For U. S. Army, Navy, Air Force, Coast Guard, Public Health Service, and other official agencies, as approved by the Department of Defense.)

PRINCIPLES OF FOOD SANITATION

[Film: 16-mm., sound, color; time, 20 minutes]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To introduce the "what" and "why" of food sanitation. Minor emphasis is placed on the "how," which must be shown or taught as a follow-up of this film.

CONTENTS:

- The film opens with a short explanation on why food-service-personnel-training programs are necessary.
- In a series of scenes, a sanitarian demonstrates the elementary bacteriology of food sanitation, by obtaining culture plates from food-service personnel after a breakdown in some specific point of sanitary practice or personal hygiene. This drives home emphatically the "why" of food sanitation.
- The film closes with a summary and an inspirational dialogue, finishing with a rolling title of the National Sanitation Foundation's Creed.

POINTS TO LOOK FOR:

- The practical and to-the-point application of bacteriological studies (culture plates), to demonstrate visually what happens when a food-service worker coughs, sneezes, smokes, or otherwise breaks a sanitary rule or practice.
- Note the stress laid on personal hygiene, particularly clean hands, clean and neat clothing.
- The stress placed on cleanliness is good business.

REVIEW POINTS AFTER SHOWING FILM:

- Emphasize the physical characteristics of bacteria that are important for the food-service worker to learn:
  - (a) Size of bacteria;
  - (b) Rate of growth;
  - (c) How easily they can be spread from person to person or from inanimate objects to persons;
  - (d) What temperatures are required for growth and multiplication;
  - (e) What measures are at our disposal to prevent growth and spread.
- This film should also be shown, if possible, at the end of the training course as a complete review.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *Are all bacteria harmful?*

A. No. Some are helpful, such as those which cause milk to sour (*B. lactis*).

Q. *Name several ways harmful bacteria can get into food?*

A.
1. Coughing, sneezing, talking over open containers or unprotected foods;
2. From dirty hands (or long, unclean fingernails); or failure to wash after visiting toilet;
3. By smoking or otherwise touching hands to mouth, face, or head, and handling food without a thorough handwashing;
4. From dishes and utensils which have been improperly sanitized;
5. From improper handling of dishes and utensils;
6. From dust and dirt reaching improperly protected food or dishes, due to improper storage or protection, or improper cleaning methods.

AVAILABILITY:

Contact:
Director of Training and Investigation,
Department of Health,
116 Temple Street,
Los Angeles 12, Calif.

NOTE.—This film has been approved for purchase for the Department of the Navy, by the Navy Film Board of Review. The final distribution is awaiting legal procedures which are currently being drafted in the City Attorney's Office.

THE PRODUCTION AND PROCESSING OF OYSTERS

[Symbol reference: USPHS, 4–073.0 (film), 5–098.0 (Filmstrip). Film: 16-mm., black and white; time, 16 minutes. Filmstrip: 35-mm., black and white; time, 9 minutes]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To present, and stimulate interest in, the sanitary control procedures for oyster production.
- To visualize and clarify these sanitary procedures.

CONTENTS:

- Introduction stresses the interdependence of producer, State Government, and Federal Government in the production of safe, high quality oysters; and shows the four basic factors in oyster production.
- Growing areas are of two types: Cultivated beds (harvested usually by dredge boats, but sometimes by tong boats), and public oyster beds (harvested almost exclusively by tong boats).
- The basic requirements for all shucking and packing plants are the same.
- The sanitary handling of oysters in shucking and packing plants is facilitated by concrete structures and by smooth-seamed, noncorrodible, metal equipment.
- For shipment, the oysters are packed in approved containers, with the certificate number, name, and address of the producer permanently recorded on the cans.
- Good housekeeping is an essential part of oyster production. The boat must be kept free of dirt and bacteria, and the entire plant and equipment must be cleaned after each work period.

POINTS TO LOOK FOR:

- Quality production of oysters depends upon four basic factors:
  1. A clean growing area, in which the water is tested regularly for purity;
  2. A shucking and packing plant of approved design and construction;
  3. Equipment constructed with smooth seams and made of noncorrodible metal;
  4. Approved containers with certificate number, name, and address of producer permanently recorded on the can.

REVIEW POINTS AFTER SHOWING FILMSTRIP:

- The interrelated responsibilities of the Public Health Service, the States, and industry.
- The significance of the certification numbers on shellfish containers.
- The importance of consumers demanding shellfish which are produced and handled in accordance with the generally recommended sanitary practices.

SUGGESTED QUESTIONS:

Q. *What measures are taken to maintain clean plants?*

A. The entire plant and equipment must be cleaned after each work period.

Q. *What personal sanitation is required of plant personnel?*

A. Freedom from disease, and sanitary working habits.

Q. *How is the dealer made sure of his product?*

A. He purchases shellfish only from State-approved plants.

AVAILABILITY:

Loan period: By arrangement (usually 30 days).

Charge: None.

Request loan from:
Medical Director in Charge,
Communicable Disease Center,
50 Seventh Street NE.,
Atlanta 5, Ga.

Purchase cost: $21.40.

Purchase from:
United World Films,
Castle Film Division,
445 Park Avenue,
New York 22, N. Y.

RAT ECTOPARASITE CONTROL

[**Symbol reference: USPHS, M37G; Army TF 8–1675. Film: 16-mm., black and white; time, 12 minutes**]

AUDIENCE:

- Civilian and military food service personnel.

PURPOSE:

- To show how rats and rat ectoparasites may be safely destroyed in a large-scale exterminating campaign.

CONTENTS:

- Rat killing is the most important part of rat control.
- Ectoparasite killing must precede rodent killing for safety, since they will leave the rat upon his death.
- The oriental rat flea may transmit typhus fever and bubonic plague.
- 10 percent DDT dust is recommended for flea control. This is accomplished by dusting rat runnings and harborages liberally.
- There are many different types of dusting machines, and these are demonstrated.

POINTS TO LOOK FOR:

- A community-wide program for rat extermination.
- When the rat problem is generalized, health authorities must take control, to conduct the program on a block-by-block basis.
- Ectoparasite control is the first step, using intensive DDT dusting of all areas frequented by rats.

REVIEW POINTS AFTER SHOWING FILM:

- Note that, in some cases, even humans in the area are dusted with DDT.
- It is highly important to rid the rats of ectoparasites before killing the rats.
- Ectoparasite control can be accomplished by dusting with 10 percent DDT powder in all rat areas.

- DDT treatment in heavily infested areas may involve dusting entire city blocks.
- Such treatment and rat killing are only temporary expedients until adequate sanitation is introduced into substandard areas.
- These methods have been well proven in North Africa, Asia, and Asia Minor, where typhus and plague both prevail.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *How can rats be eliminated?*
A. By denying them food and harborage, by killing, and through improved sanitation.

Q. *Why is the rat so dangerous?*
A. Because of the many diseases he may carry.

Q. *What is the first step in a rat extermination job?*
A. Thorough dusting with DDT to control ectoparasites.

Q. *How can you tell where rats are or have been?*
A. Rat feces, or pellets, are seen; footprints may be seen in dust or flour on the floor, and dirty smudges will be seen along runways.

AVAILABILITY:

Loan period: By arrangement.

Charge: None.

Request loan from:
Medical Director,
Communicable Disease Center,
50 Seventh Street NE.,
Atlanta 5, Ga.; or

Department of the Army Film Libraries. (For U. S. Army, Navy, Air Force, Coast Guard, Public Health Service, and other official agencies, as approved by the Department of Defense.)

THE RAT PROBLEM

[Symbol reference: USPHS, M37A; Army, TF 8–1669. Film: 16-mm., black and white; time, 25 minutes]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To impress upon food-service personnel the danger of allowing rats anywhere on the premises.
- To show the types and amounts of material destruction caused by, and which diseases can be transmitted by, rats.

CONTENTS:

- The two species of rats most frequently encountered are the Norwegian and Roof Rats.
- Rats adjust themselves to man's habits, home, and food.
- Rats are both destructive and wasteful, as well as being a source of many diseases.
- Rat contamination of an unclean meat block, with subsequent contamination of vegetables cut on the meat block, is depicted.
- Another incident of rodent damage, causing partial loss of a shipment of fish and an outbreak of typhus fever, is cited.

POINTS TO LOOK FOR:

- The danger of the presence of rat ectoparasites on live and dead rats is illustrated, by showing mites leaving a dead rat and biting an employee.

- This type of infection is common to persons sleeping in geographic areas where rats and their ectoparasites are commonly infected.

REVIEW POINTS AFTER SHOWING FILM:

- Progress has been made in modern rat-control measures.
- Bubonic plague was a widespread infection in the last century, but with the advent of ship quarantine and inspection, and adequate rat control, this hazard has decreased in the United States.
- Other rodents, such as the prairie dog, cotton rat, meadow mouse, and ground squirrel, are capable of transmitting disease.
- Upon the death of a rodent, the mites or fleas leave the body in search of a new host—either man or rodent.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *Why should care be exercised in removing a dead rat?*	A. Because the rat's fleas or mites are in the area of the carcass looking for a new host.
Q. *Are fleas or mites from rats dangerous?*	A. Yes. They may carry diseases, for example, typhus fever and bubonic plague.
Q. *Whose problem is it to get rid of rats?*	A. It is man's problem generally, and all must do their share, since the problem is universal.

AVAILABILITY:

Loan period: By arrangement.

Charge: None.

Request loan from:

Medical Director,
Communicable Disease Center,
50 Seventh Street NE.,
Atlanta 5, Ga.; or

Department of the Army Film Libraries. (For U. S. Army, Navy, Air Force, Coast Guard, Public Health Service, and other official agencies, as approved by the Department of Defense.)

SAFE SERVICE

[Symbol reference: Navy, MC 7376. Film: 16-mm., sound, black and white; time, 15 minutes]

AUDIENCE:

- Civilian and military counter-food-service personnel.

PURPOSE:

- To show safe food service with single-service paper, by means of an experienced and an inexperienced employee.

CONTENTS:

- Some customers think that sanitation in food service is a simple thing.
- Training in handling dishes and utensils is essential to doing the job properly.
- Even paper service may be as contaminated as any other.
- Sanitary dispensers are designed to avoid contamination of the paper service.

POINTS TO LOOK FOR:

- Paperware is ideally suited to lunch counters, snackbars, picnics, etc.
- It comes in neat, sanitary packing, and can be stored safely.
- If opened properly, paperware need not be contaminated by the fingers.

- If improperly handled, it may be abused, wasted, and contaminated, by an untrained person.

REVIEW POINTS AFTER SHOWING FILM:

- Method and place of storage of paperware are important.
- Its use eliminates much dishwashing and dish storage.
- Proper opening of cartons avoids contamination of cup lips; cartons are opened so that bottom of cup is exposed.
- Cup lips need be touched only when cover is put on for carry-out service.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *What is the proper way to stack paper cups on a counter?*
A. Invert a pile a foot high on a clean paper napkin.

Q. *How can you hold a cup of hot coffee without touching the rim?*
A. Hold onto bottom half of the cup, with one finger under the cup.

Q. *Where should paperware be stored?*
A. Cartons of paperware should be stored on platforms in a storeroom.

Q. *If paper cups are dropped on the floor, can they be used?*
A. Yes, but not for serving customers. Use them for measuring and refilling sugar bowls and salt and pepper shakers.

AVAILABILITY:

Loan period: None.[1]

Rental charge: 1 week, $5; 1 month, $10.

Purchase cost: $25.

Purchase or request loan from:
Institute of Visual Training,
40 East 49th Street,
New York 17, N. Y.

SANITATION TECHNIQUES IN RAT CONTROL

[Symbol reference: USPHS, M37D; Army, TF 8–1672. Film: 16-mm., black and white; time, 21 minutes]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To show the two basic conditions which rats need for survival—availability of food and of harborage.
- To indicate that the removal of either or both of these factors will have destructive effect upon the rat population.
- To show several techniques of rat control.

CONTENTS:

- Descriptions of the rat's mode of living, and his food and nesting habits, are given.
- Several steps in effective control are treated in some detail:
  - (a) Properly constructed, easily cleanable garbage cans;
  - (b) Well constructed rodent- and insect-proof garbage rooms;
  - (c) Garbage trucks designed so they may be easily cleaned and maintained;
  - (d) Sanitary metal garbage bins.

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[1] A limited number of prints are available on short loan to Navy Activities from:
Bureau of Medicine and Surgery,
Department of the Navy,
Potomac Annex,
Washington 25, D. C.
Attention: Audio-Visual Training Section.

POINTS TO LOOK FOR:

- The various methods of garbage disposal, including hog feeding and open dumps.
- Incineration disposal and garbage grinding are discussed.

REVIEW POINTS AFTER SHOWING FILM:

- Carelessness, not only in the commercial kitchen, but also in the home, attracts rats.
- Harborage, such as seldom-used attics, garages, junk piles, etc., not only offer homes for rats, but are fire hazards as well.
- Modern office buildings, even though of rodent-proof construction, may become infected if employees are careless with lunch scraps.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *What is the most important preventive measure to avoid rat infestation?*
A. Good housekeeping, both indoors and outside.

Q. *Can garbage be stored in cans overnight and still not attract rats?*
A. Yes. If cans are in good condition and have tight fitting lids; and if there is no access into the can for the rat.

Q. *How often should garbage cans be cleaned?*
A. Each time they are emptied.

Q. *How many storage methods for garbage are seen in this film?*
A. Three methods, and one for handling garbage.

AVAILABILITY:

Loan period: By arrangement.

Charge: None.

Request loan from:

Medical Director,
Communicable Disease Center,
U. S. Public Health Service,
50 Seventh Street NE.,
Atlanta 5, Ga.; or

Department of the Army Film Libraries. (For U. S. Army, Navy, Air Force, Coast Guard, Public Health Service, and other official agencies, as approved by the Department of Defense.)

SMOOTHING THE FLOW OF RESTAURANT HOSPITALITY

[Film: 16-mm., sound, black and white; time, 15 minutes]

AUDIENCE:

- Civilian food-service personnel.

PURPOSE:

- The importance of proper and prompt first aid is stressed.

CONTENTS:

- The hazards involved in handling knives and hot pots and pans, and lifting heavy items, are included.
- Simple first aid measures are cited, together with proper safety techniques to prevent such accidents.

POINTS TO LOOK FOR:

- The serious results which come from little acts of carelessness. For example, cutting toward body instead of away, dicing vegetables the wrong way, frying foods which have a lot of water on them, and carrying heavy loads without looking where one is going, are discussed.

REVIEW POINTS AFTER SHOWING FILM:

- Check the many accidents portrayed which were preventable:
  (a) A butter pat picked up from the floor would have prevented a bad fall;

(b) More care in coming down a flight of stairs would have prevented a fall;
(c) Proper cutting technique would have saved a finger from being cut.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *How should a heavy object be lifted?*
A. With the back straight, knees bent, and lifting with the leg muscles.

Q. *How soon should a cut or burn be treated after an accident?*
A. Immediately.

Q. *Does a slight cut or burn need immediate first aid?*
A. Yes. Treat and bandage to protect the injured area.

AVAILABILITY:

Loan period: By arrangement.

Charges: None.

Request loan from:
Liberty Mutual Insurance Companies,
1346 Connecticut Avenue NW.,
Washington, D. C.
(Also offices in other cities.)

STOWAWAY—PART I; DISEASE AND PERSONAL HYGIENE

[Symbol reference: Army, TF 8–1501; Navy, MA 6881a. Film: 16-mm., sound, black and white; time, 17 minutes]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To impress food-service personnel with the seriousness of food poisoning, which is preventable.
- To acquaint them with elementary bacteriology, and give them a basis for understanding sanitation.
- To arouse interest and pride in personal hygiene.

CONTENTS:

- Two men are taken off an Army Transport and hospitalized as a result of food poisoning.
- Through conversation of the two patients in the hospital, and flashbacks of their experiences, various points illustrating the importance of sanitary food service are discussed.
- A brief discussion follows on how bacteria multiply. This is explained by one of the patients who has attended a food-service training course.
- Improper sanitation practices, such as sneezing, working with sores on hands, storage of food, incorrect handling of custards, and the prevalence of insects and rodents, are contrasted with the proper methods.
- Personal hygiene is highlighted by stressing the importance of daily bathing, cleaning of nails, wearing clean clothes, etc.
- The film is summarized by showing sanitary food-service practices.

POINTS TO LOOK FOR:

- Contrast between a slovenly, insanitary food-service employee, and a clean, sanitation-trained cook, who always washes his hands before he starts to work.

- Food should be stored properly, and that which cannot be used again must be discarded.
- A worker who is ill should report the signs and symptoms of his illness promptly.
- Foods should be handled with a tong or fork, when one is available.

REVIEW POINTS AFTER SHOWING FILM:

- Frequent handwashing is highly important.
- Food is valuable—store it properly.
- Don't clutter refrigerators—keep them clean and orderly.
- For safety's sake, handle knives and machines carefully. Accidents, like food poisonings, are preventable.
- Personal hygiene assures a better appearance and generally better health.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *Is it absolutely necessary to wash hands thoroughly after visiting the toilet?*
A. Yes. Many food-poisoning outbreaks have been attributed to careless cooks who failed to wash their hands.

Q. *Do clean, well-trimmed fingernails mark you as a sissy, or as an intelligent man?*
A. An intelligent man, because you know that bacteria thrive under dirty nails.

Q. *Can a sneeze spread bacteria?*
A. Yes. Food may become contaminated from bacteria which are sprayed over it. Important, also, is the fact that everyone near the sneeze can become infected.

Q. *Do flies and cockroaches spread bacteria?*
A. Yes. Flies and roaches carry their own weight in bacteria.

AVAILABILITY:

Loan period: By arrangement.

Charge: None.

Request loan from:

Regional Offices of the U. S. Public Health Service; Department of the Army, Film Libraries; Department of the Navy Training Aids Section, Libraries and Depots. (For U. S. Army, Navy, Air Force, Coast Guard, Public Health Service, and other official agencies as approved by the Department of Defense.)

Purchase cost: $22.83.

Purchase from:

United World Films,
Castle Film Division,
445 Park Avenue,
New York 22, N. Y.

STOWAWAY—PART II; GALLEY SANITATION

[Symbol reference: Army TF 8–1502; Navy, MA 6881b. Film: 16-mm., sound, black and white; time, 24 minutes]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To emphasize the dangers of spreading disease through incorrect galley practices.
- To point up all phases of galley sanitation, and the part played in disease prevention by galley personnel.
- To outline the benefits derived from a clean and properly operated galley.

CONTENTS:

- Two food-poisoning victims attribute their hospitalized state to stowaways (bacteria).
- Flashbacks illustrate all incorrect methods of galley sanitation.
- On leaving hospital to return to duty, the patients tour food-service facilities of the ship. Here they see the correct food-sanitation practices.
- Various pieces of kitchen equipment are shown, and pertinent cleaning methods illustrated.
- Mechanical dishwashing is illustrated in detail, stressing the importance of pre-rinsing, use of the correct detergent, and the maintenance of water at correct temperatures. Also, the two-sink method of hand dishwashing is demonstrated.
- Cleaning of the steam table, and the presence of an air gap to prevent the contamination of potable water by waste water, are described in detail.
- Special attention is given to the cleaning of a coffee urn.

POINTS TO LOOK FOR:

- How insanitary practices detract from the appearance of a galley.
- Cleaning of material that cannot be removed.
- Cleaning of stove hood grids, and potato peeler.
- Dishwashing with a mechanical dishwasher.
- Two-sink method of dishwashing.

REVIEW POINTS AFTER SHOWING FILM:

- All employees recognize the value of wearing clean, washable uniforms, and do not smoke while on duty.
- Following thorough cleaning, equipment is left to air dry. It is not contaminated by being wiped with a towel which might be of questionable cleanliness.
- Employees must recognize safety precautions to take in handling equipment.
- Bacteria can lodge in even the smallest crack or crevice; therefore, equipment must be thoroughly cleaned, and employees must have the know-how to do the job.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *What are bacteria called in this film?*
A. Stowaways.

Q. *Why is it necessary to remove the blade section of a can opener to clean it?*
A. You can't see it otherwise. Since the blade touches the food in every can, it is highly important that it be cleaned.

Q. *Why do filters, or grids, in hoods need cleaning?*
A. To eliminate fire hazards, and permit effective ventilation.

Q. *How often should they be cleaned?*
A. This depends upon many factors including ventilation, types of food cooked, etc.

Q. *Why does the disc in the bottom of a potato peeler need to be removed daily?*
A. Because dirt and peelings lodge below.

Q. *Is there an odor to a peeler?*
A. No, if properly cleaned. Yes, if shreds of potato are allowed to collect in the bottom. (Odor is due to fermentation.)

AVAILABILITY:

Loan period: By arrangement.

Charges: None.

Request loan from:
Regional Offices of the U. S. Public Health Service. Available, also, from Department of the Army Film Libraries, and Department of the Navy Training Aids Sections, Libraries and Depots.

Purchase cost: $30.84.

Purchase from:
United World Films,
Castle Film Division,
445 Park Avenue,
New York 22, N. Y.

STOWAWAY—PART III; FOOD STORAGE

[Symbol reference: Army, TF 8–1503; Navy, MA–6881c. Film: 16-mm., sound, black and white; time, 13 minutes]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To illustrate the importance of proper food storage in the prevention of disease.
- To outline the inspection of food products, from the field to their final use.
- To emphasize methods of proper storage and use of dairy foods, meats, and fresh and dry stores.

CONTENTS:

- The proper inspection, handling, and storage of frozen fresh foods and dry stores aboard ship are depicted.
- Civilian and military meat-inspection procedures are shown, and special mention is made of the organoleptic method of products examination.
- Correct meat-storage procedure involves the use of hooks, and adequate ventilation provision, for ease of handling and selection.
- Thawing precautions and methods following freezing of meats are cited.
- Mention is made of egg storage, care of vegetable lockers, dry storage, and the handling of fresh fruits.
- The need for instituting rodent-control measures is mentioned. Workers are encouraged to remove promptly spilled provisions and

broken packages, which might be a source of attraction for insects and rodents.

POINTS TO LOOK FOR:

- The various methods of meat inspection, and the meaning behind the Department of Agriculture stamp of approval.
- The need for frequent temperature checks in refrigerators, and the importance of cleanliness, order, and ventilation in storage rooms and boxes.
- The importance of rotation of stocks, so that new supplies constantly replace the older ones.
- The need for rodent- and vermin-free storerooms. Mention is made of the importance of rat guards on ships, to prevent infestations from rats which frequent the docks.

REVIEW POINTS AFTER SHOWING FILM:

- Ante- and post-mortem inspection of cattle aids in detecting disease conditions which may be detrimental to health if the meat were consumed.
- The Army Veterinary Corps inspects all meats delivered, in order to assure their quality and freshness.
- Despite the afore-mentioned protective measures, if meat and produce are not stored properly they are apt to spoil and become unfit for consumption.
- Produce, vegetables, and fruits are refrigerated with proper humidity and ventilation control in the boxes.
- Cartons are stored on shelves or platforms; flour and dried vegetables are stored in bins—never on the floor.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *Why are the several inspections of cattle and meat necessary?*
A. Because they give buyers assurance that meat is free from disease, edible, fairly graded, and thoroughly frozen.

Q. *How are beef carcasses stored?*
A. Hung on hooks, well separated.

Q. *What temperature is best for a freezer?*
A. Zero, or slightly lower.

Q. *Should dairy products be stored with vegetables?*
A. No. Dairy products (butter, for example), absorb odors from vegetables (onions, for example).

Q. *Is dripping condensation in a refrigerator a hazard?*
A. Yes. First, because it has a metallic taste which would spoil foods, and secondly, because the water might rust cans and cause leaks.

Q. *Are ratproofing and preventive measures for extermination necessary?*
A. Yes, because rats not only consume valuable food, but their filth can infect food.

AVAILABILITY:

Loan period: By arrangement.

Charge: None.

Request loan from:

Department of the Army, Film Libraries; Department of the Navy, Training Aids Section, Libraries and Depots. (For U. S. Army, Navy, Air Force, Coast Guard, Public Health Service, and other official agencies, as approved by the Department of Defense.)

Purchase cost: $15.86.
Purchase from:
United World Films,
Castle Films Division,
445 Park Avenue,
New York 22, N. Y.

TRICHINOSIS

[Symbol reference: Navy, MC 4374. Film: 16-mm., silent, black and white; time, 26 minutes]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To teach the source of trichinosis infestations.
- To place emphasis on the proper cooking of pork and pork products.

CONTENTS:

- The reservoirs of trichinosis are shown to be hogs, rats, and other flesh-eating mammals.
- Man can become infected with trichinosis by eating pork or pork products. Bear meat has also been incriminated in some outbreaks of trichinosis.
- Hogs can become infected by eating uncooked pork in garbage, or by consuming rats which frequent feeding areas.
- The life cycle of the worm is shown, and symptoms of the infestation are emphasized.
- Trichinosis can be controlled by thorough cooking of all pork and pork products prior to consumption. Other methods include:
  - (a) Not eating pork or pork products;
  - (b) Refrigerating pork for from three to six weeks at below 5° C.
  - (c) Cooking garbage prior to feeding to hogs, or feeding grains instead of garbage.

POINTS TO LOOK FOR:

- Hogs eating rats, establishing possible infestation from this source.
- Choice-looking pork may be quite deceptive, and may be highly infected with trichina.
- All types of pork products, including sausage, may be infected.
- No visual detection of the worm is possible.
- There are specific cooking techniques which should be followed.
- "Pink pork" is always dangerous.

REVIEW POINTS AFTER SHOWING FILM:

- Trichina will continue to infect *one out of every six* until the source of pork infection is controlled.
  - (a) Garbage feeding is not advisable.
- Until adequate environmental control is possible, the only safeguard is proper cooking of all of the 80 different pork products.
- Trichina worms are not visible to the naked eye; apparently healthy pork may be heavily infected.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *Is trichinosis a rare disease?*
A. No. One out of every six persons either has it or will have it before death, if he eats pork or pork products.

Q. *Can we eat pork and still avoid this disease?*

A. Yes. By eating only thoroughly cooked pork products.

Q. *Do cooks in public eating places have a responsibility in preventing trichinosis?*

A. Yes. Patrons must rely on the cook, who should know why pork must be cooked thoroughly.

Q. *What other methods may be employed to eliminate this danger?*

A. Possibly, the installation of garbage disposal units (where permitted by health departments) might help to reduce the incidence of this disease. Also, grain feeding of hogs should be encouraged.

AVAILABILITY:

Loan period: By arrangement.

Charge: None.

Request loan from:

Department of the Navy, Training Aids Section, Libraries and Depots. (For U. S. Army, Navy, Air Force, Coast Guard, Public Health Service, and other official agencies, as approved by the Department of Defense.)

'TWIXT THE CUP AND THE LIP

[Film: 35-mm., sound, black and white; time, 21 minutes]

AUDIENCE:

- Civilian food-service personnel.

PURPOSE:

- To stress the need for either proper sanitization of dishes, glasses, or silverware, or the use of single-service paperware.

CONTENTS:

- A severe epidemic of respiratory infections awakens, in the citizens of a small town, an interest in determining the cause.
- Poor dishwashing in public eating establishments, determined through high bacteria counts on utensils, is found to be at least a contributing factor.

POINTS TO LOOK FOR:

- Proper dishwashing requires good equipment—either a dish machine or a three-compartment sink, with sufficient hot water.
- If proper dishwashing is not possible, single-service paperware is used, in fairness to patrons.

REVIEW POINTS AFTER SHOWING FILM:

- Poor conditions in restaurants should not be permitted. Don't wait until an epidemic of disease calls attention to them.
- Clean uniforms and frequent handwashing are but two of the many important factors in sanitary kitchen operation.
- Where dishes cannot be properly washed and sanitized, single-service paperware should be substituted.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *In what way did the film suggest that bacteria might be transferred from one customer to another?*

A. Through improperly washed and sanitized cups, glasses, and silverware—all utensils which touch the customer's mouth.

Q. *Has this been definitely established?*

A. Yes; after World War I.

Q. *Is single-service paperware safe and acceptable?*

A. Yes, it is acceptable. It is entirely safe if handled, dispensed, and stored, in a sanitary manner.

AVAILABILITY:

Loan period: 1 month.

Charge: None.

Request loan from:
Public Relations Department,
Lily-Tulip Cup Corp.,
122 East Forty-second Street,
New York, N. Y.

HASHSLINGIN' TO FOODHANDLING

[Film: 16-mm., sound, color; time, 20 minutes]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To show that good service by a trained food-service employee is good business.

CONTENTS:

- The advantages of food-service-employee training are clearly shown.
- Because of their training, the employees are aware of the value of good personal hygiene, appearance, clean hands, and clean habits.
- Handwashing, often and after each visit to the toilet, is emphasized.

POINTS TO LOOK FOR:

- The hashslinger is the careless food-service employee, who knows nothing of utensil-handling techniques or personal hygiene.
- Note the possible transfer of bacteria from the hashslinger's hands to the utensils and food, and from there to the customer's mouth.

REVIEW POINTS AFTER SHOWING FILM:

- The bases by which hashslingers are differentiated from food handlers—good personal hygiene, good hands habits, and good appearance.
- The responsibility for good food service rests with the manager.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *Was the investment in food-service training worth while to the hashslinger?*

A. Yes; to himself, to his health and that of his customers, and to the business.

Q. *Does practicing personal hygiene actually make an employee a better employee, or does he just look better?*

A. He is a better employee. He now has self-respect, and his training makes him sanitation-conscious in his work, as well as in his appearance.

Q. *Is a trained food-service employee valuable to a restaurant?*

A. Yes. He is the customer-contact employee; he can either make or break a business.

AVAILABILITY:

Loan period: By arrangement.

Charges: Within State of Texas, none; elsewhere by arrangement.

Request loan from:
Texas State Department of Health,
Austin, Tex.

Purchase cost: $150.

Purchase from:
Jamieson Film Co.,
3825 Bryan Street,
Dallas, Tex.

OUR HEALTH IN YOUR HANDS—PART I: GERMS TAKE POT LUCK

[Symbol reference: USPHS. Strip film: 35-mm., sound, black and white; time, 10–15 minutes]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To impress upon food-service personnel their daily responsibility to serve clean, safe food to their 65-million daily customers.

CONTENTS:

- "Germs," "bacteria," and "micro-organisms" all mean the same; they are living organisms.
- The various bacterial forms are shown, and various diseases, such as tuberculosis and typhoid fever, are discussed.
- Trichinosis, as an example of worm infestation, is noted.
- Elementary bacteriology, including cell division, nutrition, and life demands, is given.
- The various needs in personal hygiene, and personal practice to control bacteria, are shown.

POINTS TO LOOK FOR:

- The importance of personal hygiene, including hand washing.
- Carriers of diseases may be apparently healthy individuals.
- Techniques for covering sneezes, and the need to do so.
- Annual physical examinations are noted as a part of personal hygiene.
- Note how rodents and insects may carry disease into a restaurant.

REVIEW POINTS AFTER SHOWING FILMSTRIP:

- Food-service employees are responsible for the service of clean, safe food.
- The cultivation and practice of good personal hygiene are necessary.
- It is important to keep kitchens free from rodents and insects, because of the diseases which they may carry.
- There is danger of contaminating food, dishes, silverware, etc., with the fingers.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *Which germ, which is commonly found on the hands, causes the most food poisoning?*
A. Staphylococcus.

Q. *How and where do bacteria reproduce?*
A. Bacteria reproduce by cell division where there are food, moisture, and warmth.

Q. *What retards bacterial growth, and what will kill them?*
A. Temperatures under 45° F. will slow them down, while temperatures over 170° F. will kill the harmful ones.

Q. *Why would tasting foods with a ladle, and then putting the ladle back into the food, be poor sanitation?*
A. The bacteria from the lips and mouth of the taster could contaminate the rest of the food.

AVAILABILITY:

Loan period: By arrangement.

Charges: None.

Request loan from: U. S. Public Health Service, Regional Offices.

Purchase cost: $10, less 10 percent to schools and nonprofit institutions.

Purchase from:
United World Films,
Castle Film Division,
445 Park Avenue,
New York 22, N. Y.

OUR HEALTH IN YOUR HANDS—PART II: SERVICE WITH A SMILE

[Symbol reference: USPHS. Strip film: 35-mm., sound, black and white; time, 10–15 minutes]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To show that with proper training, food may be served properly, promptly, and with a smile.

CONTENTS:

- A sanitarian compares a trained waitress in a well-managed restaurant with an untrained one in a run-of-the-mill restaurant, in terms of personal hygiene.
- Such points as daily bathing, good teeth care, well-cared-for fingernails, well-kept hair, good posture, and proper shoes are all considered.
- An annual physical examination is noted as a valuable part of personal care.

POINTS TO LOOK FOR:

- Various serving techniques, such as the use of a fork to serve butter, are practiced even when out of the customers' sight.
- Note the care with which the trained waitress handles cups, dishes, and silverware.
- Pointers are given on why fingers should be kept out of soup bowls, and off plates and food.

REVIEW POINTS AFTER SHOWING FILMSTRIP:

- Frequent handwashing is essential, and is one of the greatest single aids to sanitation.
- After washing the hands, the hair, nose, or mouth should not be touched.
- Employees need proper toilet and locker-room facilities to make good personal practice easy.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *What is the proper way to hold a glass?*
A. With one finger under the glass, the other fingers around the lower third of the glass.

Q. *Why should soiled glasses be picked up the same way?*
A. To avoid contaminating your fingers with saliva from the customer's mouth.

Q. *How should coffee servers hold cups?*
A. By the handles.

Q. *Is it necessary that managers and supervisors practice the same rules of personal hygiene as employees?*
A. Yes. They set the standard for sanitation in the kitchen, as well as in the dining room.

AVAILABILITY:

Loan period: By arrangement.

Charges: None.

Request loan from: U. S. Public Health Service, Regional Offices.

Purchase cost: $10, less 10 percent to schools and nonprofit institutions.

Purchase from:
United World Films,
Castle Film Division,
445 Park Avenue,
New York 22, N. Y.

OUR HEALTH IN YOUR HANDS—PART III: IN HOT WATER

[Symbol reference: USPHS. Strip film: 35-mm., sound, black and white; time, 10–15 minutes]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To demonstrate the need for proper washing and sanitization of dishes, glasses, and silver.
- To show, in detail, both manual and machine dishwashing procedures.

CONTENTS:

- The interest which everyone in a food establishment has in good dishwashing is shown.
- The three-compartment dishwashing procedures are outlined.
- The operating practices for machine dishwashing are shown.

POINTS TO LOOK FOR:

- A three-compartment sink may be used successfully, if draining and air drying space is provided.
- Toweling of dishes is not a good practice.
- A booster heater is often necessary for the third tank of a three-compartment sink.
- Chemical sanitizing agents may be used if 170° F. water is not available.

REVIEW POINTS AFTER SHOWING FILMSTRIP:

- Dishes should be scrapped and pre-rinsed before washing.
- 120° F. to 140° F. is the correct range for washing temperatures.
- With machine dishwashing the wash temperature can be higher than 140° F.
- Dishes may be sanitized efficiently with water of 170° F. or greater.
- It is important to keep both dish machines and washing sinks clean for best results.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *Must dishes be racked for sink washing?*
A. Yes. Single racking is necessary so that wash water and detergent may reach all dish surfaces.

Q. *Why is careful storage of clean dishes necessary?*
A. To protect them from dust and bacterial contamination.

Q. *Is a thermometer necessary for testing temperatures?*
A. Yes. It is the only reliable indicator.

Q. *Do dish machines automatically wash and rinse dishes?*
A. No. The operator is the brain that accomplishes the job.

AVAILABILITY:

Loan period: By arrangement.

Charge: None.

Request loan from:
U. S. Public Health Service,
Regional Offices.

Purchase cost: $10, less 10 percent to schools and nonprofit institutions.

Purchase from:
United World Films,
Castle Film Division,
445 Park Avenue,
New York 22, N. Y.

OUR HEALTH IN YOUR HANDS—PART IV: SAFE FOOD FOR GOOD HEALTH

[Symbol reference: USPHS. Strip film: 35-mm., sound, black and white; time, 10–15 minutes]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To teach management and food-service employees the need for good housekeeping.
- To show the importance of purchasing approved, safe, raw foods, and of storing and using them safely.

CONTENTS:

- Clean habits and good personal hygiene are related to safe food service.
- Frequent handwashing is cited as one of the most important of personal habits.
- Clean, washable clothing, clean equipment, and good over-all housekeeping are listed as important in safe food service.

POINTS TO LOOK FOR:

- Good, safe food is essential to keep people well.
- Food poisoning, currently causing much illness, is preventable.
- Safe, certified, and inspected raw food materials are important.
- Proper refrigeration of cold foods, and the holding of hot foods at 145° F. or higher, are necessary for safe food service.
- The protection of foods from insects and dust is essential.

REVIEW POINTS AFTER SHOWING FILMSTRIP:

- Good food-service sanitation demands clean people with clean habits.
- Proper food handling is important. Food should be refrigerated below 50° F., or kept above 145° F.
- Good storage practice includes proper shelving of all foods.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *Why is the presence of flies around food dangerous?*
A. Because they carry filth and bacteria on the legs and bodies.

Q. *Should foods left untouched by a customer be saved?*
A. No!

Q. *Do you need a thermometer for a refrigerator?*
A. Yes. Guessing at any temperature is a bad practice.

Q. *Why should refrigerators be cleaned?*
A. As well as being a mark of good housekeeping, refrigerator cleaning sets up a routine during which contents of the refrigerator may be conveniently checked.

AVAILABILITY:

Loan period: By arrangement.

Charge: None.

Request loan from: U. S. Public Health Service, Regional Offices.

Purchase cost: $10, less 10 percent to schools and nonprofit institutions.

Purchase from:
United World Films,
Castle Film Division,
445 Park Avenue,
New York 22, N. Y.

TOMMY FORK AND HIS FOUNTAINEERS

[Strip film: 35-mm., sound, color; time, 10 minutes]

AUDIENCE:

- Managers and food-service personnel of fountains and lunch counters.

PURPOSE:

- To outline the areas of training needed, and the necessity of training, for fountain and lunch-counter food-service personnel.

CONTENTS:

- Using animated cartoons of knives, spoons, cups, saucers, plates, and a fork ("Tommy Fork"), a new, untrained fountain worker is taught the difference between the right methods and wrong methods of service.

POINTS TO LOOK FOR:

- The difference in personal hygiene between a clean, uniformed, trained, smiling waitress and an untidy, jewelry-wearing girl who is extremely careless.
- Note the safety and sanitary hazards involved in wearing jewelry on the job.
- Customer good-will and proper cash register use are noted as important.

REVIEW POINTS AFTER SHOWING FILMSTRIP:

- Note such precautions as keeping the hands away from the hair, face, and mouth.
- The public-relations value of efficient and clean service is emphasized.
- Accuracy at the cash register is cited.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *Does the appearance of a counter waitress matter?*
A. Yes. It can make or mar a meal.

Q. *Can experienced employees help to train a new employee?*
A. Yes. If management shows leadership, employees will want to help each other.

Q. *Does a trained food-service employee wear jewelry on duty?*
A. No. No jewelry, except perhaps a wedding ring, should be worn.

AVAILABILITY:

Loan period: Not available for loan.

Purchase cost: $25.

Purchase from:
Syndicate Store Merchandiser,
79 Madison Avenue,
New York 16, N. Y.

WORMS IN YOUR MUSCLES

[Symbol reference: USPHS, 5–095.0. Filmstrip: 35-mm., sound, black and white; time 10 minutes]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To furnish professional public health workers with a means of teaching subtechnical audiences the dangers of trichinosis, and arousing their interest in its prevention.

- To depict the life cycle of the muscle worm, *Trichinella spiralis.*
- To show preventive measures against trichinosis, and the effectiveness of these measures as given by the statistics of hog infection.

CONTENTS:

- Much sickness—in some cases, even death—is caused by the presence in our bodies of tiny worms which cause trichinosis, a public health problem in the United States.
- The life cycle of *Trichinella spiralis* is clearly shown.
- Trichinosis starts when swine feed on trichinae-infected pork in raw garbage, or eat other animals, such as rats, that have eaten infected meat.
- Pork from one infected hog may infect many people, if it is pooled with other meat in meat products; or it may infect a few people more heavily if it is eaten directly without pooling.
- Keeping raw garbage, which may contain trichina-infected pork scraps, away from hogs will help prevent the spread of trichinosis.
- The consumer must take the initiative in guarding himself from trichinosis. He can do this in several ways, by cooking and freezing pork, etc.

POINTS TO LOOK FOR:

- One out of every six people dying from accidents, cancer, typhus, tuberculosis, and other causes, are found to be infected with trichinae.
- Young worms pass from blood stream to muscles.
- Garbage feeding of hogs is a dangerous practice.
- It is dangerous for housewives to taste raw meat.

REVIEW POINTS AFTER SHOWING FILMSTRIP:

- Trichinosis can be prevented.
- Keeping raw garbage away from hogs will prevent its spread.
- Cooking pork until all the pink color has disappeared will help prevent trichinosis.
- Rat elimination is important in the eventual control of this disease.
- Trichinosis is difficult to diagnose since it can be confused with other diseases.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *How is trichinosis contracted by the individual?*
A. By eating infected pork.

Q. *How can the housewife know when pork is cooked properly?*
A. All the pink color on the inside will have disappeared.

Q. *What other method of treating pork, besides heating, will help prevent trichinosis?*
A. Freezing for several days at temperatures below 20° F.

AVAILABILITY:

Loan period: By arrangement.

Charge: None.

Request loan from:
Medical Director in Charge,
Communicable Disease Center,
U. S. Public Health Service,
50 Seventh Street NE.,
Atlanta 5, Ga.

BACTERIOLOGY FOR FOOD HANDLERS

[Slides: 2 x 2, black and white]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To instruct food-service personnel in the fundamentals of bacteriology, through the use of comic illustrations.

CONTENTS:

- Slides 1–3: Role of disease in great epidemics and in World War I.
- Slides 4–10: The various types of bacteria: bacilli, cocci, spirillum, etc.
- Slides 11–15: The effects of bacteria—some harmless, some helpful, some harmful; bacterial sizes shown.
- Slides 16–29: The process of bacterial multiplication.
- Slides 30–36: Requirements for bacterial growth, and how bacteria may be destroyed by heat and chemicals.
- Slides 37–39: How bacteria cause disease.
- Slides 40–49 Methods of bacterial dissemination, with photographs of Petri dish cultures shown.
- Slides 50–55: Personal hygiene habits which may spread disease bacteria.
- Slides 56–60: Equipment and construction requirements to prevent bacterial spread.
- Slides 61–62: Milk and meat as vehicles of bacterial spread.

POINTS TO LOOK FOR:

- Types of bacteria.
- Some bacteria are harmless, some useful, and others harmful.
- The methods of bacterial multiplication, and the possible numbers in 24-hour growing period.
- Roles of personal hygiene, sanitary food, and good construction, in blocking the transmission of disease.

REVIEW POINTS AFTER SHOWING SLIDES:

- Bacteria multiply by division, each cell forming two each 20 minutes. After 24 hours, under ideal conditions, 2,360-billion bacteria could result.
- Bacteria need food, moisture, and warmth, for division. Too much heat, too much cold, drying, or chemicals, will destroy them, or stop their growth.
- Bacteria may be carried in several ways—on insects and rodents, in the air through sneezes and coughs, and on dirty utensils.
- Good personal hygiene habits, proper use of the hands, and good construction, can stop the spread of bacteria.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *What do germs need to grow?*
A. Food, warmth, and moisture.

Q. *How can we kill germs, or stop them from growing?*
A. Heat, chemicals (germicides), and cold.

Q. *How do germs multiply, and how long does this take?*

A. By division. Every 20 minutes, each germs forms two germs.

Q. *Are all germs harmful?*

A. No. Some are helpful, as in cheese and beer making. Others have no harmful or useful effects.

AVAILABILITY: Loan period: On request by arrangement.

Charge: None.

Request loan from:

Mr. Evan Wright, Director,
Food and Drug Division,
Kansas State Board of Health,
Topeka, Kans.

(Narrative script to accompany these slides may be obtained from the above by request.)

Purchase from:

Lyon Photo Service,
114 West Eighth Street,
Topeka, Kans.

COOKING SLIDE SET—VOLUME VII

[Symbol reference: Navy, NavPers 230070, Vol. VII. Slides: 2 x 2, color and black and white, 99 frames]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To emphasize the agents that cause diseases; control measures for preventing the contamination of foods and the spread of disease: the importance of developing safe, clean, and sanitary habits in all food-service employees.

CONTENTS:

- Slides 1–12: The sources, causes, agents, means of transmission, and control methods, for food-borne disease; types of bacteria, food poisoning, and food-borne parasites.
- Slides 13–29: Important sources of food contamination by harmful (pathogenic) bacteria. (Flies, cockroaches, rats, falling hair, fingers, sneezing or coughing, dust, ice-cube bins, and food-mixing machines.)
- Slides 30–34: How germs multiply and divide; how they are transmitted in groups of hundreds and thousands; their growth in food (chicken soup, as an example) at different refrigeration temperatures; correct refrigeration temperatures.
- Slides 35–50: The importance of proper refrigeration in the growth and multiplication of bacteria; effects of temperature on certain foods; refrigeration of vegetables, meats, perishables, and left-overs; proper procedure for thawing frozen meats; correct temperature in steam tables for keeping food hot.
- Slides 51–63: Examples of the wrong and right ways to handle cups, glasses, plates, and silverware; wrong and right ways to serve coffee and water; incorrect methods of waiting on tables, and handling single-service cups; improper method of cleaning a counter.
- Slides 64–67: The danger of infecting food-service employees and others by soiled dishes and utensils; incorrect methods of clearing and cleaning a counter.

- Slides 68–74: The importance of cultivating proper food-service habits; the wrong and right methods for mixing salads; instructions for preparing ham; the proper preparation of salads and sandwiches.
- Slides 75–87: The proper dress for food-service employees; correct method of washing hands; wrong and right ways of "catching" sneeze; neat and well ventilated locker rooms; insanitary habits of food sampling; no smoking on the job; surprise inspection by medical officer; daily inspection of food personnel by watch captain.
- Slides 88–99: Proper procedure for storage and protection of food; proper installation of dishwashing machines; correct way to stack trays for drying; wrong and right ways to install sinks; old and new types of milk dispensers; proper storage and disposal of garbage.

POINTS TO LOOK FOR:

- The agents that cause diseases, either directly or indirectly associated with food and food service.
- The important sources of food contamination by harmful (pathogenic) bacteria.
- How rapidly bacteria multiply and grow.
- Temperature, as one of the most important factors in the growth and multiplication of bacteria.
- Importance of developing safe, clean, and sanitary habits, in using and caring for the hands.
- Potential dangers to the food employee and others from soiled dishes, linen, and silverware.
- Re-emphasis on the importance of cultivating proper food-service habits.
- Personal hygiene and proper dress for food workers.
- Proper storage for protection of food.

REVIEW POINTS AFTER SHOWING SLIDES:

- The sources of food-borne diseases and food contamination.
- The ways in which hands, coughs, and sneezes, are implicated in food-poisoning outbreaks, and why certain foods must receive greater care in preparation than others.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *Name some of the sources of food-borne disease?*
A. Feces, fingers, flies, filth, and rodents.

Q. *What type of bacteria, found on hands, causes food poisoning most frequently?*
A. Staphylococcus.

Q. *What are the safe low and high temperatures for food?*
A. Below 50° F., and above 145° F.

Q. *At what temperature are bacteria killed in dishwashing?*
A. 170° F. and over.

Q. *How should meat be defrosted, in a refrigerator or in water?*
A. In a refrigerator, at 36–38° F. Never in water.

Q. *How should butter be served, and ice for ice water?*
A. Butter pat served with a fork, ice with an ice scoop.

Q. *In clearing a table, why do you not put your fingers in cups and glasses?*
A. To protect oneself from bacteria which the customer leaves on these utensils.

AVAILABILITY:

Loan period to:
Department of Defense activities and Federal agencies, by special arrangements with Navy Training Aids Libraries.

Charge: None.

Request loan from:
Department of the Navy, Training Aids Section, Libraries and Depots. (For U. S. Army, Navy, Air Force, Coast Guard, Public Health Service, and other official agencies, as approved by the Department of Defense.)

Purchase cost: Available on request.

Purchase from:
Cineque Color Film Laboratory, Inc.,
424 East Eighty-ninth Street,
New York, N. Y.

COOKING SLIDE SET—VOLUME VIII

[Symbol reference: Navy, NavPers 230070, vol. VIII. Slides: 2 x 2, color and black and white, 99 frames]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To indoctrinate personnel in the correct methods of washing and sanitizing large utensils, dishes, and tableware; the proper way of cleaning and maintaining dishwashing machines and equipment, and the proper storage of utensils.

CONTENTS:

- Slides 1–54: Various types of sinks used for washing dishes and large utensils; different types of dishwashing machines; correct and incorrect ways of stacking and racking dishes; temperatures required for the proper sanitization of equipment and utensils; proper ways to wash and store glasses.
- Slides 55–69: Methods of cleaning dishwashing machines. A check-off list is of invaluable aid in remembering to clean all parts of a dishwashing machine.
- Slides 70–75: Instructions for the proper washing, handling, and storage of silverware.
- Slides 76–94: Sanitization of special equipment, such as ice cream dipper, coffee urn, can opener, meat saw, meat grinder, potato peeler, vegetable chopper, and slicing boards.
- Slides 95–99: Laboratory tests for determining the amount of bacteria on glasses and utensils after washing; the importance of proper sanitization.

POINTS TO LOOK FOR:

- The methods used in washing and sanitizing dishes, glasses, and utensils.
- The care and maintenance of dishwashing machines.
- How to wash and store utensils properly.
- How to wash and sanitize special equipment.
- The importance of proper sanitization, and how its effectiveness can be measured.

REVIEW POINTS AFTER SHOWING SLIDES:

- Pre-rinsing is a requisite of good dishwashing. This assures clean wash water, and requires less detergent.
- A brush is of great value in removing hardened particles from dishes—never use steel wool.
- A steam hose, with detergent attachment in the form of a double-barreled gun, is of value in cleaning large pieces of equipment, floors, and walls.
- Detergent must be measured carefully by hand, since water alone cannot properly cleanse dishes.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *What is the required temperature for washing and rinsing dishes in a machine?*
A. 140° F. to 160° F. for wash water, and 170° F. to 180° F. for rinse water.

Q. *What temperatures are required for hand-washing of dishes?*
A. 110° to 120° F. for washing, if hands touch water, and 170° F. for rinse, or a germicidal solution.

Q. *Where are ice cream scoops kept during the service period?*
A. In a well with running water, or in water of at least 170° F.

Q. *Why are glasses never toweled?*
A. Because towels might recontaminate them.

Q. *Why are glasses never placed on trays with rims down?*
A. Because the tray would contaminate rims. Correct method involves air drying and placing rims up.

AVAILABILITY:

Loan period to:

Department of Defense activities and Federal agencies, by special arrangement with Navy Training Aids Libraries.
Charge: None.

Request loan from:

Department of the Navy, Training Aids Section, Libraries and Depots. (For U. S. Army, Navy, Air Force, Coast Guard, Public Health Service, and other official agencies, as approved by the Department of Defense.)
Purchase cost: Available on request.

Purchase from:

Cineque Color Film Laboratory, Inc.,
424 East Eighty-ninth Street,
New York, N. Y.

FOOD SANITATION SLIDES, STATE OF CALIFORNIA

[Slides: 2 x 2, color, black and white, 96 frames]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To name and describe, to food-service personnel, the diseases caused by bacteria; how to prevent and how to control them, through good habits and the proper storage, preparation, and serving, of food.
- To stress the importance of personal hygiene and of good dishwashing, and the proper maintenance of kitchens and kitchen equipment.

CONTENTS:

- Slides 1–21: Different types of bacteria; how they grow; how they affect food and cause food poisoning. Proper storage of meat; proper refrigeration; the need for thermometers.
- Slides 22–26: The need for personal hygiene, including frequent bathing, clean hands, fingernails, and uniforms.
- Slides 27–33: The transmission of infections from cook, who prepares food, to other helpers; right and wrong ways of preparing food; why NO smoking is allowed where food is stored, prepared, or served.
- Slides 34–40: Poor methods of storage, with no protection from contamination.
- Slides 45–54: Improper refrigerated storage of food contrasted with proper refrigerated storage.
- Slides 55–69: Dishwashing—manual and machine; cut-aways of dish machines, showing how they operate; three-compartment sink, with detergent and sanitizing agent; silver drying and storage.
- Slides 70–85: Good housekeeping; how to clean floors and walls; how to clean meat block and meat saw, slicing machine, coffee urns, steam table, soda fountain, pots and pans; the need of good ventilation.
- Slides 86–100: Vermin and rodents; construction to prevent rat infestation; toilet and garbage can cleaning.

POINTS TO LOOK FOR:

- How bacteria can cause food poisoning, and how to prevent food poisoning through proper storage and refrigeration.
- The need for good personal hygiene, including frequent hand washing.
- The value of properly conducted machine or manual dishwashing.
- Cleaning operations, and rodent and vermin control measures.

REVIEW POINTS AFTER SHOWING SLIDES:

- Bacteria cause most food-poisoning outbreaks, which are preventable if good sanitation is practiced.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *What foods are most frequently responsible for food-poisoning outbreaks?*

A. Custards, cream fillings, egg salad, shellfish, mayonnaise, dressing, fowl.

Q. *Should these foods be avoided?*

A. No, but they must be served promptly, and not be permitted to remain unrefrigerated before serving. No egg dishes should ever be served a second time.

Q. *Why must pork be well cooked?*

A. Because infected pork and pork products can cause trichinosis.

Q. *What temperature is best for meat storage?*

A. 40° F. Temperature over 50° F. is dangerous.

Q. *What is the most important single thing you can do for food sanitation?*

A. Wash your hands frequently, and *always* after visiting the toilet.

AVAILABILITY:

Loan period: None.

Purchase cost: $19 per set.

Purchase from:
Multichrome Laboratory,
760 Gough Avenue,
San Francisco 2, Calif.
Purchase through:
Bureau of Health Education,
California State Department of Public Health,
760 Market Street,
San Francisco, Calif.

FOOD SANITATION SLIDES

[Symbol reference: USPHS. Slides: 2 x 2, color, 51 frames]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To teach the benefits derived from personal hygiene, clean work habits, and good food storage.

CONTENTS:

- Slides 1–6: Bacterial growth and contamination; employees' class in sanitation; the need and value of hand washing.
- Slides 7–10: Cultures, on Petri dishes, of fly, hair, dust, cough, and finger contamination; the temperature range for bacterial growth; bacteria in milk; the bacterial threat of a sneeze.
- Slides 11–16: Certified oysters on ice; covered condiment containers; sliding-door refrigerator; effective milk and cream counter refrigeration.
- Slides 17–21: Kitchen equipment; ham-slicing, pie-cutting, and salad-making procedures.
- Slides 22–26: Sinks and floors with coved corners; covered dry storage cans on casters; other modes of storage.
- Slides 27–33: Sanitary steam-jacketed kettle with removable valve; cleaning ice cream freezer and garbage cans; properly installed equipment; close-up view of cockroach.
- Slides 34–45: Pre-rinse equipment; built-in silver-soaking sink; thermometers on dishwashing machine; detergent dispenser; easily cleanable dishwashing machine; proper cleaning and storage of glasses and silver.
- Slides 46–51: Poor kitchen maintenance; life cycle of the fly.

POINTS TO LOOK FOR:

- Effective personal hygiene practices, and the modes of bacterial contamination through flies, hair, dust, etc.
- The use of proper utensils for specific purposes.
- The value of covered condiment containers.

REVIEW POINTS AFTER SHOWING SLIDES:

- The need for thermometer on wash and rinse tanks.
- The value of detergent dispensers, pre-rinsing machines, silver-soaking devices, and properly installed equipment.
- The means of contaminating milk, and the need for serving only certified shellfish.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *Is pre-rinsing of dishes and silver necessary?*

A. Yes; dishes will be cleaner and less detergent need be used. Silver must be pre-soaked to avoid discoloration and tarnish, and to keep it bright.

Q. *Why should condiments be kept covered and cans labeled?*

A. Covered to keep out dust, retard weevil growth; labeled for safety.

Q. *Do cockroaches carry bacteria?*

A. Yes; they are among the filthiest of insects, and usually emanate a characteristic odor.

Q. *Why should food containers be stored off the floor?*

A. So the floor can be easily cleaned, and to protect merchandise from breakage and rodents.

Q. *Why does sanitation have to be taught to management and employees alike?*

A. Both management and employees share equally in the responsibility of breaking the chain of infection.

AVAILABILITY:

Loan period: By arrangement.

Request loan from: U. S. Public Health Service, Regional Offices.

Purchase cost: Furnished on request.

Purchase from:
Creative Arts Studio, Inc.,
1200 Eye Street NW.,
Washington, D. C.

SLIDES ON FOOD HANDLER TRAINING, MISSOURI DIVISION OF HEALTH

[Slides: 2 x 2, color, 147 frames]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To indicate to the food-service employees their responsibility in protecting the consumer, and to show them methods by which they may accomplish this purpose.

CONTENTS:

- Slides 1–18: Bacteria: The forms they take, the communicable diseases they cause, and their rate of reproduction.
- Slides 19–24: Methods of transmission of disease by bacteria, and how they can be blocked.
- Slides 25–33: Temperature effects on bacteria: Below 50° F. retards their growth; 170° F. or over kills them.
- Slides 34–43: How bacteria may be transplanted, from a glass contaminated by a waitress' fingers, to a customer; how bacteria are transmitted from the hands to a salad, and from there to the customer.
- Slides 44–84: The right and wrong ways to handle clean and soiled cups, glasses, and silver; right and wrong ways of storing utensils; right and wrong ways to set up a table, and to serve a customer.
- Slides 85–91: Bad "hands habits," such as pencil in hair, biting fingernails, nose picking, and smoking while on duty.
- Slides 92–104: The right and wrong ways for a bartender to handle and clean glasses of all kinds; also, the use of ice scoop instead of fingers.

- Slides 105–126: Poor floor sweeping; contrast right and wrong ice cream dipper storage; right and wrong ways of stacking soiled dishes; properly and improperly racked dishes in basket, prior to machine or manual dishwashing.
- Slides 127–140: The value of personal hygiene; the need of clean, well sanitized equipment; the need for sufficient hot water, booster heaters, and thermometers.
- Slides 141–147: The advantage of management's knowing the "why" and "how" of food sanitation; the advantages of proper, well maintained equipment.

POINTS TO LOOK FOR:

- Bacteria; how they multiply, and how to retard their growth or kill them.
- How bacteria travel from persons to things and back to persons.
- The value of personal hygiene; looking the part of a professional: standing erectly; wearing a friendly smile, showing interest in the work and in the customer.

REVIEW POINTS AFTER SHOWING SLIDES:

- Management can benefit from knowing and using sanitation techniques.
- Note the ways in which bacteria grow, how they are transmitted, and, particularly, the time and temperature relationship involved in their growth.

SUGGESTED QUESTIONS FOR AUDIENCE:

Q. *Why can't you see the bacteria on your hands?*
A. They are too small, but we know they are there.

Q. *At what temperature do they stop growing, and at what temperature are they killed?*
A. Below 50° F., and above 170° F., respectively.

Q. *Name some bad "hand habits."*
A. Fingering hair; putting pencil in hair, or behind ear; smoking on duty.

Q. *Why is personal hygiene necessary to health and food service?*
A. One looks better, feels better, and gives better service.

Q. *Why does management need to know sanitation as well as the employees?*
A. Because the methods and practices of management set the role for the employees.

AVAILABILITY:

Loan period: By arrangement.

Request loan from:
J. L. Rowland, Director,
Bureau of Food and Drugs,
Missouri Division of Health,
Jefferson City, Mo.

Purchase cost: $60 per set (latest price listing available).

Purchase from:
Eastman Kodak Stores, Inc.,
1009 Olive Street,
St. Louis, Mo.

SOME REQUIREMENTS FOR SAFE FOOD SERVICE IN EATING AND DRINKING ESTABLISHMENTS

[Symbol reference: USPHS. Slides: 2 x 2, black and white]

AUDIENCE:

- Civilian and military food-service personnel.

PURPOSE:

- To emphasize that the health of the community is protected through sanitation in eating and drinking establishments.
- To accomplish this end, guide lines are formulated in the form of regulations, ordinances, and codes.
- An ordinance and code should be considered as the means of preventing disease, through safe food service.

CONTENTS:

- These slides, encompassing broad principles of food sanitation, are applicable to any ordinance or code.
- The set of 14 slides presents the cardinal points of restaurant planning, construction, maintenance, and operation, without which the health of the consuming public might be impaired. The following subject materials are presented:
  - (a) Care of floors, walls, and ceilings.
  - (b) Toilet and lavatory facilities.
  - (c) Water supply.
  - (d) Construction of utensils and equipment.
  - (e) Machine and manual dishwashing.
  - (f) Storage of utensils.
  - (g) Storage and display of foods.
  - (h) Storage and handling of wastes.
  - (i) Refrigeration of food.
  - (j) Safe food sources.
  - (k) Personal hygiene.
  - (l) Good housekeeping.

POINTS TO LOOK FOR:

- See contents.

REVIEW POINTS AFTER SHOWING SLIDES:

- Each slide is composed of three parts: (a) a statement indicating the desirable standards for the subject of the slide; (b) a photograph denoting the subject of the slide; (c) a series of questions which review the subject material of the slide.
- At the end of the entire series, the following question is presented: "How can you, as a food-service employee, use this information? Give your answer in terms of your own particular job." This will enable the instructor to evaluate the employee's knowledge of the reasons which underlie the sanitary practices outlined in these slides.

AVAILABILITY:

Loan period: By arrangement.

Charges: None.

Request loan from: U. S. Public Health Service, Regional Offices.

Purchase from:
Creative Arts Studio, Inc.,
1200 Eye Street NW.,
Washington, D. C.

Purchase cost: Supplied on application to above.

FILMS FOR WHICH NO UTILIZATION GUIDES ARE AVAILABLE

1. The Fundamentals of Detergents.[2] Produced by, and available on loan from, Communicable Disease Center, USPHS, 50 Seventh Street NE., Atlanta 5, Ga.

2. The Danger Point,[2] 16-mm., color. Association Films, 347 Madison Avenue, New York 17, N. Y. Available on loan from Paper Cup and Container Institute, 1790 Broadway, New York, N. Y., or from Institute of Visual Training, 40 East Forty-ninth Street, New York 17, N. Y.

3. A Hospital Applies Better Methods,[2] 16-mm., color. American Hospital Association, 18 Division Street, Chicago, Ill. Suitable for hospital use.

4. Community Fly Control Series, Basic Sanitation (CDC-4-090).[1] Medical Director in Charge, Communicable Disease Center, USPHS, 50 Seventh Street NE., Atlanta 5, Ga. Purchase from United World Films, Castle Films Division, 445 Park Avenue, New York 22, N. Y. Price $46.79.

5. Swat the Fly [2] (1936), 10 minutes, sound, 16-mm., black and white. Edited Picture System, 330 West Forty-second Street, New York, N. Y. Development and anatomy of the housefly; its role in disease transmission, and some methods of control.

6. The Housefly [2] (1935), 10 minutes, sound, 16-mm., black and white. Erpi Classroom Films, Inc., 1841 Broadway, New York 19, N. Y. Life cycle of the fly; its role in disease transmission; methods of control.

7. The Housefly [2] (1935) (6), 15 minutes, silent, 16-mm., black and white. Eastman Kodak Co., Rochester, N. Y. Life cycle of the fly; its role in disease transmission; some methods of control.

8. The Fly,[2] Army TF 8-999, black and white, 16-mm. Army Film Libraries.

9. Musca Domestica—The Fly,[2] Field Sanitation Series, color, 68 frames, 7 minutes, Navy SN-1934A, United World Films, Castle Film Division, 445 Park Avenue, New York 22, N. Y.

10. Meals for Millions.[2] Series of four filmstrips. $3 per filmstrip. Four cartoon filmstrips to be used separately or in conjunction with Behind the Menu, 16-mm., black and white film. National Film Board of Canada, 1270 Avenue of the Americas, New York 20, N. Y.

> Keep the Germs Out (1950), 54 frames with script, black and white. Shows what one restaurant owner does to keep rats, vermin, and insects out of his premises, and deals with pointers he provides for his staff.
>
> Keep the Germs Down (1950), 64 frames with script, black and white. Illustrates ways in which pests of various kinds can be controlled, if they should get into a restaurant.
>
> Serve Them Right (1950), 68 frames with script, black and white. Outlines some of the things that can happen through careless handling of foodstuffs, dishes, and equipment.
>
> Watch Your Health (1950), 46 frames with script, black and white. Concentrates on personal cleanliness of restaurant employees. Demonstrates right and wrong ways to handle food, utensils, and equipment.
>
> A limited number of prints are available on short loan to Navy Activities, from the Bureau of Medicine and Surgery, Department of the Navy, Potomac Annex, Washington 25, D. C., Attention: Audio-Visual Training Section.

11. Cooking: Kitchen Safety.[2] Young America Films, Inc., 18 East Forty-first Street, New York 17, N. Y.

SOURCES OF POSTERS AND OTHER PRINTED VISUAL AIDS

1. Sanitation Department, National Confectioners' Association, 1 North LaSalle Street, Chicago 2, Ill.

2. American Institute of Baking, 1130 Fullerton Avenue, Chicago, Ill.

3. National Sanitation Foundation, School of Public Health, University of Michigan, Ann Arbor, Mich.

4. The Central Council for Health Education, Taverstock House, Taverstock Square, London WC 1, England.

5. Health Publications Institute, Inc., Raleigh, N. C.

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[1] Recommended for this course.

[2] Others suitable for this course.

6. Licensed Beverages Industries, Inc., 10 East Fortieth Street, New York 16, N. Y.

7. Series of six multicolored posters entitled, "For Our Patrons Health." Limited number of free copies available upon request to Surgeon General, Attention: Educational Materials Unit, U. S. Public Health Service, Washington 25, D. C. For information on available materials (general health subjects), write Division of Health Education, USPHS, Washington 25, D. C.

8. State Health Departments.

9. Industrial and Life Insurance Companies (for safety posters).

10. Office of Special Projects, Communication Material Center, Columbia University Press, New York 27, N. Y.

11. Hobart Manufacturing Co., Troy, Ohio.

Flip Charts: Four sets of charts, totaling 68 in all, for use in connection with training courses for food-service employees, are designed as supplemental training aids. Each chart stresses an important point in food-service-personnel training, and is matched with other charts in the series to form an integrated teaching unit.

Sale and loan information available on request to State Department of Health, Office of Public Health Education, 18 Dove Street, Albany, N. Y.; or addressee in item 5, above.

Appendix 4

Pointers Which May Help You to Become a Better Discussion Leader

Contents — Page

1. *The Discussion Leader's Job* 185
2. *Some Group and Individual Control Techniques for Discussion Leaders* 185
3. *Hints on Using the Blackboard* 188
4. *Sample Blackboard Headings* 189
5. *Important Steps in Good Film Utilization* 190
6. *Self-Evaluation Sheet* 191

POINTERS WHICH MAY HELP YOU TO BECOME A BETTER DISCUSSION LEADER[1]

1. THE DISCUSSION LEADER'S JOB

(a) Present the job:
- Put group at ease;
- State problem clearly;
- Define the objective;
- Arouse interest.

(b) Get facts and ideas:
- Get discussion started;
- Stay on the beam;
- Utilize thinking of all;
- Make full use of blackboard.

(c) Weigh and sift facts and ideas:
- Encourage group to weigh and analyze;
- Get general acceptance of ideas;
- Summarize frequently.

(d) Sum up:
- Draw conclusions;
- Stress key points;
- Get group acceptance;
- Indicate action needed.

● A DISCUSSION LEADER NEEDS TO BE A GOOD LISTENER

2. SOME GROUP AND INDIVIDUAL CONTROL TECHNIQUES FOR DISCUSSION LEADERS

In leading a discussion meeting, problems are not likely to arise with average groups if the basic patterns outlined in "How To Get Ready" and the "Discussion Leader's Job" have been followed. However, groups and individuals differ in their responses, actions, and attitudes. Some may be negative to all proposals. Some may be passive—they don't care—they won't talk. Or they may be exceptionally quick. When you have groups in which any of these traits predominate, the basic techniques for group and individual control break down unless something new is added. When this situation occurs, you have a problem.

The first part of this outline on group and individual problems and how to handle them deals with a group presenting few, if any, problems. The control methods and techniques used are basic. They may be used with any group. The subsequent situations require special methods in group and individual control, because the people in them are significantly different. One of the key points in handling problems in group and individual control is to treat people as individuals. A plan showing the "what" and "how" of several problems follows.

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[1] NOTE.—For an outstanding brochure on this subject, write for "Conference Sense" (32 pp.) (NavPers 91139). Available from U. S. Government Printing Office.

Now, let's take a look at these control problems. We will begin with the normal group, because we can get the basic patterns from it. Note that the "what" of the problem is listed in the left-hand margin, and suggestions on "how" to handle it are given at the right.

(a) WHAT Is the Problem?	**HOW to Handle It?**
Group Controls:	
(a) Normal groups (discussion problems are not likely to arise with normal groups if control techniques similar to those shown in right-hand margin are properly used)—	—Put group at ease. —Show individual interest. —Avoid "experting." —Ask questions. —Follow manual, agenda, or basic documents. —Reword statements. —Use true cases. —Permit each person to express his ideas. —Ask leading questions: general—yes and no—specific. —Use blackboard, charts, and films. —Questions that produce a "yes" or "no" should usually be followed by what, why, when, etc. —Sum up frequently.
(b) Active groups—	—Give it to them rapidly—omit details. —Use difficult questions. —Keep ahead of them. —Avoid pitting yourself against them. —Pit them against each other.
(c) Antagonistic groups—	—Keep them on the beam. —Use techniques in (1) (a), also. —Use responsive ones to swing the groups. —Let them talk about their work. —Build them up. —Keep them on the beam. —Avoid any show of displeasure.
(d) Passive groups—	—Use more cases—ask simple and leading questions. —Find some common interest. —Give detailed information—illustrate.
Individual Controls	
(a) "He talks too much"—	—Cut across his talk with a summary speech and toss it to someone else. —Suggest you want others' opinions. —Use him to summarize. —When he stops for breath, thank him. —Use direct questions. —Look at your watch. —Refer to blackboard, outline, or chart, and ask what point he is talking on or about.

(b) Private conversations—	—Ask them to tell the group. —Just pause—let all listen. —Ask a direct question of one or two.
(c) Those who do not enter into the discussion—	—Get members on either side of him to talk—ask him if he agrees. —Call for his experience. —Use a false statement.

(b) This section is intended for those who wish to go more deeply into the subject of controls for discussion leaders.

WHAT is the purpose of control devices in conducting discussion meetings and WHY is it necessary to use them?

To incorporate some aids to group instruction;
To overcome some obstacles to learning;
To save time;
To preserve harmony;
To provide a motive;
To start discussion;
To keep discussion on the beam;
To get discussion from all persons present;
To keep right emphasis;
To lead to the objective;
To get agreement;
To summarize results.

Now, let's take a look to see what some of these control devices and techniques are. Suppose we begin with STATEMENTS, for they are frequently used to start the discussion, after the group members have been put at ease.

- STATEMENTS may be cases, problems, opinions, or facts, and may be prepared in advance of the meeting.

  How used to control the conference?
  To determine the purpose;
  To start the discussion;
  To end discussion;
  To summarize.

- FLIP CHARTS and GRAPHS may be prepared prior to the conference or worked out on blackboard during discussion.

  How used as a control device?
  To focus attention;
  To stimulate thinking;
  To keep discussion on the beam;
  To assist in organizing the thought process.
  What kind of charts can be worked out on the blackboard?

Examples:
Problem—Cause—Solution;
Old Procedure—New Procedure (see sample blackboard chart headings).
The group generally likes to develop a progressive chart similar to Problem—Cause—Solution, etc.

- OTHER VISUAL AIDS—Models, Flip Charts, Mock-ups, Films, Slides, etc.
  What is their purpose?
  To help make points clear;
  To give variety;
  To stimulate discussion;
  To assist in speeding up the learning activity;
  To refresh previously acquired knowledge and skill.
  Always remember that sound films, filmstrips, models, flip charts, graphs, etc. are *only* aids to instruction—seldom, if ever, will they do the job alone.

- QUESTIONS and CASES
  Kinds of questions:
  LEADING—suggests an answer. Example: "Would you favor more frequent inspections of ______?"—"Why?"
  FACTUAL—search for information:
  WHY is it necessary?
  WHAT is its purpose?
  WHERE should it be done?
  WHEN should it be done?
  WHO should do it?
  HOW should it be done? (What is "the best way" to do it?)
  ALTERNATIVE—either, or, yes, or no:
  "Do you favor this statement in the code, or

would you prefer something different?" "Why?"

AMBIGUOUS—can be understood in two or more ways (sometimes used to prompt a response):

"Is it necessary to throw out all food, if you have a high bacterial count?"

CONTROVERSIAL—at least two or more answers possible—subject to argument (may be used to invite discussion):

"Are sanitarians made or born?"

REDIRECTED question—one which is thrown back to the maker, or to the group, by the conference leader:

"What is your opinion on that question, Sam?" "Let's pool our thinking on it, then we will sum it up."

- WORDS—Using the right word or words to convey the intended meaning is extremely important. Words such as the following are especially helpful in framing questions:

classify
compare
criticize
define
describe

discuss
explain
illustrate
interpret
justify

outline
review
summarize
trace
verify

3. HINTS ON USING THE BLACKBOARD

(a) What to do	Why
(1) Try out blackboard work in advance—	To avoid crowded or "out-of-proportion" drawings.
(2) Plan proper sequence—	So that blackboard work fits into the discussion or lecture.
(3) Place blackboard in best position—	So that it can be seen by everyone in the room. Avoid direct glare from overhead lights.
(4) Draw or write quickly—	Group will lose interest if too much time is consumed.
(5) Write, print, or draw legibly—	Group must be able to understand what you've written.
(6) Abbreviate—	Use phrases and key words to save space and time.
(7) Don't stand in front of blackboard—	Group must be able to see what you've written. Use a pointer, if appropriate.
(8) Avoid talking to blackboard—	Breaks contact with group. Makes it more difficult to hear.
(9) Allow time for group to copy—	To add to the value of their notes.
(10) Erase material no longer needed—	Old material on the blackboard may divert group's attention from current discussion.

4. SAMPLE BLACKBOARD HEADINGS

Problem	Cause	Solution

Advantages	Disadvantages

Present Procedure	Difficulty	Recommended Change

What Needs To Be Done	Why	Who Is To Do It

Old Procedure	New Procedure

Information Needed	Where To Get It	How To Use It

5. IMPORTANT STEPS IN GOOD FILM UTILIZATION

(a) Select the film carefully.

Preview the film before showing it.
Be sure the film actually helps to meet the training need you have in mind.
Avoid selecting films which are too long to permit adequate introduction before, and appropriate group discussion after, the film showing.

(b) Plan the presentation.

Make notes on the points you want to stress in the film.
Prepare transition comments that seem necessary.
Allow adequate time for introducing the film and for summarizing and discussing it after the showing.
Prepare a written outline covering the introduction and discussion periods.
Secure the services of a projectionist or train one to assist you.

(c) Have the room and equipment ready for the film showing.

Have the equipment and correct film ready before the group assembles. Check the seating and ventilation arrangements to assure maximum comfort for the audience.
Audience location should be within a 30-degree angle from the screen for best vision.

(d) Prepare your audience for the film. (Do this carefully—it can make or break the job.)

Explain the purpose of the film.
Briefly indicate what the film contains.
Tell the group members what to look for in the film. List important points briefly on the blackboard. Let group members know you plan to have an exchange of ideas after the showing.
Explain any qualifications about the film content which seem appropriate.

(e) Show the film.

If possible, do not rewind film or start to pack up machine until audience has left the room.
If you have more than one reel, rewinding and/or changing should be done at this time by an assistant.
Discuss briefly one or two points or questions with the group while reel is being changed.

(f) Summarize and discuss film content.

Get group discussion on the major points presented in the film. (Refer to blackboard list.)
Use a planned discussion outline which includes thought-provoking questions.
"Did you get something from this film and our discussion which can be put into operation on your job? What? How do you plan to do it? Will you need to consult your chief? Others?
Close discussion before interest lags.

SELF-EVALUATION SHEET

	1	2	3	4
(a) Were the physical conditions right? Seating, light, etc.?				
(b) Were material and equipment ready?				
(c) Did meeting start on time?				
(d) Did the meeting show careful advance planning?				
(e) Was everyone at ease?				
(f) Was the topic presented effectively?				
(g) Were the objectives clearly stated?				
(h) Was lively interest aroused in the subject?				
(i) Were the facts and ideas clearly presented?				
(j) Were you skillful in the use of questions?				
(k) Was there rather uniform participation by all?				
(l) Did you keep the discussion moving on the beam?				
(m) Did you refrain from doing an excessive amount of talking?				
(n) Did you maintain a friendly attitude throughout?				
(o) Did you avoid "experting"?				
(p) Were you understandable by all at all times?				
(q) Did you present a good personal appearance?				
(r) Was your blackboard work effective?				
(s) Did you help group members evaluate ideas?				
(t) Did you rephrase thoughts effectively?				
(u) Did you get general agreement from group?				
(v) Were logical decisions reached, action planned, or the objectives otherwise accomplished?				
(w) Did you summarize effectively?				
(x) Did the meeting lag?				
(y) Did you close the meeting on time?				

Place a check mark in column indicating degree of performance of the item. (Let column 4 represent highest performance.) Multiply checks in each column by column value, add column totals for numerical estimate of performance.

Appendix 5

Some Additional Pointers in Organizing and Promoting a Food-Service-Employee-Training Program

Contents

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SOME ADDITIONAL POINTERS IN ORGANIZING AND PROMOTING A FOOD-SERVICE-EMPLOYEE-TRAINING PROGRAM

Experience has demonstrated the practicability and effectiveness of food-sanitation courses. Education explains the reasons for restaurant-sanitation laws and regulations, and gains acceptance for them. The courses have been popular, and their repetition has been requested. Improvements in sanitation which have followed them indicate that education brings more lasting results than policing. Court action has frequently been avoided, because the well-informed worker is apt to carry on his work according to the training he has received. Where cooperation has been enlisted, enforcement agencies have had less difficulty in carrying out their work.

Frequent inspection should be coupled with education to serve as a reminder of the need to use correct practices. There is still a place for enforcement through policing, for penalties are still the only cogent means of gaining compliance where cooperation is lacking.

The Public Health Service recommends, as a supplement to inspection and enforcement, that all health departments doing restaurant-sanitation work conduct training programs for persons working in food and drink establishments. This appendix, based on experience, makes available detailed, practical information on the promotion of such courses. It is designed to assist those interested in training employees in the maintenance of desirable standards of restaurant sanitation such as:

(1) Health department officials;
(2) Operators and managers of restaurants and tearooms, industrial cafeterias, bars, cocktail lounges, soda fountains, delicatessens;
(3) Supervisors of dining-car service, airline commissaries, and steamship dining-room service;
(4) School lunchroom managers;
(5) Operators of dining rooms in hospitals, colleges, schools, and other institutions;
(6) Home economics teachers and others interested in training employees for restaurant work;
(7) Food industries, other than the restaurant industry—bakeries, candy manufacturers, etc.—in which the same basic principles apply, and where this manual may prove useful as a guide in preparing a course specifically suited to the individual industry;
(8) Divisions of the Armed Forces concerned with the control of food-borne diseases.

TIPS ON PROMOTION

Who Initiates a Course in Restaurant Sanitation?

Courses in food sanitation may be presented by either a public or a private agency. Most often they are given by a health department or a department of vocational education on the State or local level. A course may be started by the restaurant sanitarian or by some other member of the health department, or any person or group in a community may point out the need and ask the health department to sponsor it.

When restaurant managers, school-lunchroom managers, or industrial-plant nutritionists start a course with their own groups, they may call on the health department for assistance or they may carry the entire responsibility.

START THE BALL ROLLING

The success of a restaurant-sanitation course is decided far in advance of the date it starts. Unless a course is carefully planned, it will fail to accomplish its purpose. The first step is to set up a planning committee, consisting of members of the health department, representatives of the restaurant group concerned, and perhaps representatives of leading civic groups. Where councils have already been organized to deal with health and related community problems, they should be encouraged to promote the course. Thus use is made of initiative that already exists, and the leadership group learns in considerable detail about this important service of the health department.

What Place Has the Health Department on a Planning Committee?

The health department either retains control of the courses since they tie in with one of its duties (enforcement of State and local health regulations); or acts in an advisory capacity and supplies members of its staff as consultants and speakers. The training of restaurant workers is an excellent means of contact between the department and the public: it demonstrates a phase of its work that affects the health of a large proportion of the taxpayers; it builds up a sympathetic interest in other health department activities. Also, it is important to sell this work to the official representatives of the public, such as the mayor and the city council, especially when they have entrusted the department with enforcing the local restaurant code.

Although the sanitarian may originate the course, develop concrete plans on his own initiative, and be prepared to conduct it, he taps the health department as a whole for ideas and assistance. The health officer, the public health nurse, the health educator, and others can do much toward the success of the program by assisting in decisions on the following:

(1) A "total education" program of food-sanitation courses for the year.
(2) The content of the courses.
(3) Persons who will assist in their presentation.
(4) Ways to promote public interest in the program.
(5) The agenda of a promotional meeting with operators and managers, and the persons who will officiate at that meeting.
(6) Organizations that may serve as co-sponsors of a program.
(7) Publicity and printing.
(8) Funds that may be needed and where they may be obtained.

When a representative community organization initiates a program, it has the same decisions to make. Its chairman discusses plans with the sanitarian and, if one is available, with the health educator. The sanitarian serves as technical consultant throughout.

What Place Has the Restaurant on a Planning Committee?

Persons in the restaurant industry or vitally concerned with it are the backbone of the program. On a planning committee they indicate their interests, and assist in defining their problems and guiding the courses.

All restaurants, regardless of size, class, or appearance have sanitation problems, and the sanitarian should start casual but systematic inquiry to uncover them. On regular inspection rounds he can build up good working relations as he talks informally with the operators and the employees about their problems. Where possible, inspection should be made frequently—say once a month—so that the sanitarian will not need to reacquaint himself with the restaurant people and vice versa. He should avoid a policeman's attitude. As an officer of the law, he should carefully refrain from taking liberties with it. As a teacher, he should not fall into a priggish know-all attitude. Criticism should be brought out of the realm of fault-finding. It is desirable that he find something he can approve—only rarely would this be impossible—and make favorable comment on it. By indicating tactfully how improvements can be made and by giving guidance in a friendly, sincere spirit, a sanitarian can win the confidence of both operators and workers. He may suggest that they discuss ways of solving problems with other restaurant men at a meeting called by the health department.

Operators who say they prefer to wait until conditions are better should be reminded that the health hazard will not wait. Frequently, a sanitarian finds it advantageous to concentrate on one or two of the owners or managers, for after they had been sold, they are more influential than he in converting others.

Where there is a restaurant or tavern operators' association, the health officer or the sanitarian may ask to appear before it to talk about the problems. He may report on centers that have participated in a program and persuade operators to discuss the possibility of mutually developing a problem-solving course. If they move to sponsor one, preliminary plans should be discussed at once. The managers do not always have to be sold on the course; many appreciate its benefits and ask for it.

In talking to restaurant men and women, the fact should be stressed that in the majority of cases equipment is secondary, that correct methods and procedures are more important. They should be reminded that, other things being equal, business is better and personnel problems fewer when healthy workers follow approved practices of preparing and serving good food.

The thinking of employees, as well as that of employers, should be considered. In addition to learning pertinent facts about their sanitation problems from employees on the job, health departments have encouraged the participation of employee representatives in the planning conference. Frequently this participation is achieved through their unions. Certainly, the support of unions may well be enlisted to endorse ideas and to promote class attendance. The courses, it should be explained, are educational. They develop in-job techniques which aid in preventing the spread of disease in restaurants. They emphasize the maintenance of sanitary working conditions, instruct the worker in basic principles for protecting his own health, and point out his responsibility in regard to the health of his fellow workers and of his customers.

What Place Have Community Groups on a Planning Committee?

Prominent community groups enlisted as co-sponsors for the basic "once-a-year" course . . . or for a series of courses, may support the program by:

(1) Helping to arrange for a meeting place.
(2) Securing the introductory speaker.
(3) Providing funds, if needed, as for printing.
(4) Securing publicity, especially in the press and on the radio.
(5) Bringing the attitude of the public to the attention of the restaurant men.
(6) Providing voluntary help, as registrars.
(7) Sending letters to all eating establishments jointly with the health department; urging attendance of personnel and enclosing a copy of the class schedule.
(8) Arousing community interest in the program.
(9) Expressing more general community backing and good will.
(10) Prompting owners and operators to take a more active part.
(11) Lending prestige.

Probably the most effective co-sponsors are associations in good standing in the community, especially those whose good will a restaurant needs. However they should not merely lend their name to the cause, but should be influential in getting action.

Such a group may be approached in any of several ways. The sanitarian may meet with it throughout the year; he may develop casual day by day contacts with its members; he may ask to appear on a club program to explain sanitation needs and what the health department recommends doing about them. Or another member of the health department, because of previous relations with a desired sponsor, may be delegated to approach it.

As a byproduct of service as co-sponsors, civic groups learn to appreciate and understand the importance of improved restaurant sanitation, and consequently come to demand and expect higher quality restaurants. In short, participation becomes a learning experience for the representatives of the people.

What Spade Work Has To Be Done?

The health department, before proposing a course, carefully considers tentative plans in its own staff meetings. It should be ready to deliver whatever it proposes to do, both in administrative matters and in lesson content.

Before attempting to promote the interest of restaurant men in the presentation of a program, the following questions must be answered. They are details of administration, representing some of the spade work which must be satisfactorily accomplished if the courses are to succeed:

1. *Who should attend the courses?*

As many as possible of the employees of all food and drink establishments should attend. It is desirable that a representative from the owner-management group of each restaurant also attend to find out exactly what his staff is learning and should be supported in doing in the future. When no other arrangement is practical, one representative from each establishment should attend; he is informed regarding correct practices and is held responsible for proper sanitation in his restaurant. In some communities, invitations are extended to students and instructors of home economics classes, to supervisors of school lunchrooms, and to dietitians in hospitals, industrial cafeterias, and institutions. Certain others may be asked to visit, particularly local officials, representatives of the civic sponsor and unions, and housewives, especially those who put on church suppers. But in any event, the course is geared to meet the specific needs of the restaurant workers, and they must get first consideration.

2. *How is good attendance developed?*

Primarily, good attendance is stimulated through sound instruction. Other factors that should be considered are fostering encouragement and cooperation from management and making known the results of a sanitary survey showing a need for improved restaurant sanitation.

3. *Where will the course be held?*

Detailed information can be found in Part II of this guide.

4. *What should be the basis of attendance?*

Whether attendance be voluntary or compulsory depends upon local conditions. It is usually wise to develop the first program, at least, on a voluntary basis. After a majority of workers in the area has been trained, employers may insist that remaining employees receive training; thus a program may become compulsory because of its success. In communities able to maintain continuation courses, attendance may be made mandatory by enactment of legislation by the city commission or council, or by regulations issued by the health officer or board of health when such powers are delegated.

If compulsory attendance is being considered, courses must be set up so that the workers can readily meet requirements. Where courses have not been held, a temporary permit is issued to cover a period long enough to give each person ample opportunity to attend all classes. On completion of the course, the worker receives an attendance certificate. Similarly, it is practical to accept a new worker without training, on the understanding that he will attend and complete the course within a given time.

NO PROGRAM, STATIC IN NATURE, CAN CONTINUE TO MEET TRAINING REQUIREMENTS. THIS MEANS THAT THE PLANNING COMMITTEE SHOULD PROVIDE FOR REFRESHER COURSES AND CHANGES IN COURSE CONTENT CONSISTENT WITH OVER-ALL PROGRAM NEEDS.

5. *How many should attend?*

Small classes are recommended. Classes of several hundred have been held, but a meeting of a hundred or more cannot solve the training problem satisfactorily. Relatively small groups are usually more conducive to learning since they receive more individual instruction; but after continuation courses have been in operation for a year or so, a course for large groups helps to raise the peak of interest. The reduction of large groups into smaller units is sometimes made according to the size of the restaurants from which the workers come or the equipment with which they work.

The approximate, if not the exact, attendance should be determined by advance registration. It may be necessary to sign up each worker when on inspection rounds or to get the count on a return postcard sent to the employer. At the promotion meeting it may be possible to secure a final check on the tentative number.

6. *How often should classes be held?*

The presentation of one course will not be adequate. An education program should be planned for a year and be followed by another program the following year. Once a year may be often enough for the general survey type of class, but the frequency with which smaller units are called for continuation or refresher courses depends on:

(1) The rate of turnover of workers;
(2) The total number of workers, since there must be enough classes to give all a chance to attend;
(3) Staff available for giving course;
(4) Survey ratings of food establishments to determine existing sanitary conditions and to provide yardsticks for measuring need for improvement.

7. *At what hours should classes meet?*

It is imperative to have classes meet at a time which is convenient for both management and workers, so that routine duties are not interrupted. Consideration should be given to restaurants that are open all day and all night, those operating in department stores, dime stores, and so on. The sanitarian may sound out managers as to when meetings will be most convenient to the largest number—the number that can come at those times and other factors. Two weeks is a reasonable time for such a study. In some communities the sanitarian sends out a letter with a return postcard for desired information. As a rule the hours found most satisfactory are: 9:30 to 11; 2:30 to 4 or 3 to 4:30. However, the convenience of the persons concerned must decide the time.

8. *How long should classes run, and how many classes should be held?*

Although it has been stated that no souls are saved after the first 20 minutes, an exceptionally well-planned and executed class program can hold interest for as long as 2 hours. The length depends on several factors, such as the time for which the meeting place is available and the preference of the majority of the food establishments. Classes usually run from 1 to 2 hours.

The number of classes will have to be decided locally. Three classes meeting for 1½ hours each usually make the most satisfactory arrangement. Four classes meeting for 1 hour each make a feasible schedule if workers cannot be spared for a longer period at one time. Two classes of 2 hours each are less desirable, but from some standpoints are workable. One class running 3 hours has been tried as an emergency measure but is not recommended.

Sessions are usually held on consecutive days. Too long an interval between them might interrupt continuity. Also, rapid turnover of workers might prevent completion of a course by some.

9. *How are attendance records kept?*

A practical system of registering and checking attendance is vital. Registration blanks may be distributed at the operators' promotion meeting and filled in before the first session. The blanks are arranged to form a class roster for checking attendance for the second and third sessions and for the awarding of certificates of attendance. The blanks become part of the permanent office file and are often valuable for later follow-up and epidemiological information. Sufficient registrars must be available to handle the number expected, to explain the registration and the check-in system, and to keep the line moving. Suitable cards for keeping registration and attendance records become the basis for the award of certificates.

In an arrangement such as this, the registration and attendance card for a three-session course is one of four cards originally attached to each other by perforation. If possible, it is filled out in advance of the meetings (otherwise on arrival at the first session) and handed to the registrar. For a relatively small class, only a registration and attendance card is needed.

In many cases a card is needed for each session, only one of which, that for the first session, is shown here. All three are given to the person who will attend the course, as a reminder of the time and place of each meeting and as a ticket of admission. On arrival at each session, the trainee fills in the appropriate stub and hands it to the registrar. The latter matches it to the registration card and indicates thereon the session attended. Each set of cards may bear the same number as an aid in identification. If a manager should question that an accurate check can be maintained on his workers, it may be explained that the double check on a signature is considered proof of attendance.

10. *What plans should be made for the certification of workers?*

See Part III, Session 1.

11. *Will the restaurants get recognition through attendance placards?*

Each establishment as well as its workers should receive recognition for cooperation. Window cards may state the percentage of employees (as 70 or 80 percent) who attended, but they are awarded only if a restaurant is operated in accordance with all other health regulations. In case of later violation of local ordinances, they must be removed. Incidentally, it is highly probable that when the public has been informed of the significance of the posters, more persons will seek out the restaurants which can display a placard such as this:

12. *What visual education aids and other materials will be used?*

(1) Sound slide films and sound slide film projector;

(2) Records and record player (if the above projector can be operated at 78 r. p. m. as well as at 33⅓, it may also be used for playing music while the class is assembling);

(3) Loud speaker, if needed, or microphone attachment for sound slide film or movie projector;

(4) Movie projector, if movies are to be shown (usually 16 mm. sound projector);
(5) Slides and projector for them;
(6) Photo enlargements;
(7) Exhibit posters;
(8) Demonstration materials;
(9) Pamphlets and leaflets;
(10) Clippings on food-borne disease outbreaks;
(11) Quiz sheets for each session.

13. *Who will conduct the classes?*

A staff can be organized to give the courses, depending in part on the frequency of repetition of the classes and the public-speaking ability and showmanship of instructors available. It may consist of the health officer, sanitarian, nurse, and health educator. Through repetition of the course, their techniques of instruction and ability to hold interest will improve—training that will be lost if different groups of instructors officiate each time the course is presented.

14. *What other people are available and how may their abilities be incorporated?*

Some State health departments have special staffs available to assist in organizing and conducting classes; they can lend visual aid materials and necessary equipment. Reciprocal inter-county arrangements are often helpful in securing equipment, speakers, and resource materials. In addition to consultants at local, county, and State levels, others are available at the regional offices of the U. S. Public Health Service. The latter are in a position to present demonstration courses for interested health departments. The sanitarian who is conducting a course may call on another sanitarian or sanitary engineer to assist him. Persons in related fields can give invaluable aid: private physicians, health officers, public health nurses, health educators, nutritionists, dietitians, home economics teachers, home demonstration agents, county agents, vocational education teachers, rat-control specialists, the coordinator of distributive education where the U. S. Office of Education has established such a program. Restaurant owners and operators may be called on to assist; workers often help demonstrate, model, take part in dramatic sketches; art teachers and manual arts teachers frequently contribute posters and exhibit materials.

15. *How may public interest be stimulated?*

It is important to recognize and capitalize on the tremendous public interest in restaurant sanitation. Suitable publicity will stimulate attendance, create public appreciation toward participating workers and employers, and arouse favorable interest in the work of the health departments. It is advisable to invite representatives of the press and radio to the owners' and operators' meeting and also to the classes. If properly approached and consulted, they will be very helpful in working out an excellent schedule of publicity for the entire program with the health department. By and large, better publicity will be obtained when reporters write their own stories, but supply them with a fact sheet (see page 203) adapted to the local situation. This may be the basis for news stories, editorials, and feature articles. Radio stations and newspapers can be supplied from day to day with additional material for spot announcements and fresh copy, with names of cooperating restaurants and co-sponsors, with comments on the projected course by local operators, and finally on the completed course. They should be given the list of restaurants getting placards (in a small community even a list of persons getting attendance certificates) with an explanation of the placards, possibly an article explaining the ABC's of restaurant sanitation, and pictures of the class in session. In working out the publicity schedule with the press, the idea might be incorporated that homemakers can check their own practices while cafes and restaurants are improving theirs. Spot radio announcements may be made before the course begins. Local stations can develop three-way interviews, quiz programs, or sketches featuring representatives of the health department, the restaurants (manager or employee or both), and the public.

In some communities the mayor proclaims the week during which a survey course is given as "Restaurant Week."

Exhibits of various kinds are also helpful. Restaurant windows may display posters advising patrons that the workers and operators are cooperating in a program for learning and maintaining high standards and safe practices in restaurant service. The restaurant association arranges for local merchants or utilities to decorate windows with posters, dishwashing equipment, or uniforms for different workers, or to set up a kitchen, dishwashing, or serving scene. Posters may be used to remind workers of the meetings.

Use publicity judiciously. Food-service-employee training should be publicized only when it is a timely subject. This means that publicity should be used only to inform a community of what is happening now, not what may happen at some date far in the future.

As many points as possible in these 15 major problems should be settled before the promotion meeting, since the operators should not be held much over an hour, if possible. Some points cannot be settled prior to the meeting, but practical alternatives should be available then, so that time will not be consumed in exploring the problem.

In addition to personal contact to acquaint operators with the purpose of the promotion meeting, a letter may be needed to the effect that there is concern about sanitary conditions, that the health department has decided to call a meeting with restaurant management and wishes to find out how many would be interested in an opportunity to discuss problems of mutual interest. If such letters are mimeographed, great care should be taken that they will reflect the importance of the message. Each should be personally addressed rather than headed "Dear Restaurant Manager." The following is a suggested letter:

Mrs. Amy Bruce,
States Dining Room, Bridgetown, Illinois

DEAR MRS. BRUCE:

A meeting of all owners and managers of eating and drinking establishments in Bridgetown is being called at the Iroquois Grill, Monday, June 25, 1951, at 3 p. m. to discuss restaurant sanitation.

As you know, we have some problems in restaurant sanitation in Bridgetown that may best be solved by joint effort of the restaurants and the health department, since both are responsible for protecting the health of people who eat in public places.

In many communities the training of restaurant employees in the why's and how's of sanitary practices has proved more successful than inspection alone in securing compliance with restaurant ordinances. Some restaurant managers here have expressed a desire for a brief, practical training course in food sanitation similar to those that have succeeded in other places.

The meeting on Monday has been called to discuss the advisability of holding such a course in Bridgetown. If interest warrants, the necessary details or organization will be considered, such as time and place of classes, length of classes, important points to include, certificate of attendance, and publicity.

We need your ideas and suggestions, so please be at the Iroquois Grill next Monday at 3 p. m. We promise that the meeting will be held to one hour.

Sincerely yours,
SAMUEL COLLINGWOOD,
Health Officer.

Just before the meeting a letter, card, or phone call should remind operators, "You can't afford to miss this meeting," and repeat the time and place.

THE PROMOTION MEETING

The meeting called by the health department to launch the education program should be held about a month or more before the tentative date set for the first class. The time will allow for:

1. Planning the course;
2. Securing illustrative materials;
3. Working up demonstrations;
4. Making personal contacts in the community;
5. Estimating attendance;
6. Printing attendance records and certificates;
7. Clearing publicity releases.

The chairman calls the meeting to order, makes the welcoming remarks, introduces the discussion leader, and presides throughout. He should be a good public relations man, capable and persuasive. He may be the chairman of the civic committee, the health officer, the mayor, or a county commissioner; someone who can logically speak of the program as being of interest to himself because "the matter of insuring safe eating is one of my responsibilities, one in which I have long been interested. . . ."

The discussion leader usually has the job of selling the course to the employers as a group. He needs to be well qualified in getting across important ideas and in keeping a discussion under control. The sanitarian, because of his work as an inspector, is the logical person to suggest improvements. He might say:

"I have made the rounds, met and talked to most of you, have found problems arising about dishwashing, food spoilage . . . The proposed program is a service to you . . . designed to solve such problems. Restaurant men recognize that these problems exist and are eager to solve them. We have found you interested in a training program. You have recognized a need for it and we are ready to help you. We know that most people are willing to do the right thing if shown how.

"The purpose of this course is to 'show why' and then to 'show how.' In some localities a certificate of attendance at a course is required of every person in restaurant work. In several places the granting of a license or permit to operate a restaurant depends upon the certification of a large percentage of its employees. We believe that education will reduce the need for law enforcement."

Degrading, revoking of permit, and court action should not be emphasized.

It should be recommended to managers that they avoid placing responsibility for attendance on the health department by saying that the latter demands that workers attend. When attendance is voluntary, the operator can explain to his employees the program, the attendant publicity, the certificates, and the restaurant display card. He can encourage their participation as representatives of the firm, and indicate that the course is interesting and worthwhile. When the approach is sound, the workers will accept the challenge and the responsibility.

The decision as to whether the worker should attend on paid time or his own is not in the province of the health department. Both methods have been used successfully.

Good results are most apt to follow attendance at a course when the manager is interested and cooperates with the worker in putting to use the methods demonstrated. Certainly attendance is futile if the training is belittled by the employer.

Usually among the operators whose judgment is especially respected in a community are some who have been outspoken in their approval of the proposed program. After ascertaining in advance their willingness to endorse the course if called upon, a discussion leader strengthens his position by referring a point to them rather than by carrying the entire promotion by himself. Such "primer" may refer to the benefits derived from a training course in another community, or in some other way may stress its value.

Ordinarily the meeting covers the following subjects, leaving to a subcommittee final decisions and the handling of time-consuming details:

1. The need for and the purpose of an education program in restaurant sanitation, supported by figures about outbreaks of food-borne diseases; and how it fits into the ABC's of restaurant grading.

2. Problems of owners, managers, and employees, as noted on inspection trips.

3. Outline of the classes—a thumbnail sketch of the course by sessions. Operators should be called on for suggestions as to what they think should be stressed or omitted.

4. Sample of a slide film and recording as an "appeteaser."

5. Recommendations concerning meeting place; hours most suitable, as "From previous talks it seems that from 2:30 to 4 will be the best time. How many can send workers then?"; number and length of sessions; voluntary or compulsory basis of attendance; number of employees (check on figure obtained on inspection trips by counting registration blanks each operators takes); wording of and signatures on certificates; publicity; amount of printing (to be determined as early as possible so that order may be placed in time for use); registration and attendance records; placards for restaurants; and adoption of a 1-year education program in food sanitation.

6. Appointment of a subcommittee to facilitate working out details for conducting the course, composed of representatives from the health departments, from restaurant owners, managers, and employees, and from civic groups. The committee of probably not more than five persons should be men who understand the program as a whole and can make decisions on the basis of the recommendations.

7. Summary statement of information that operators may give to employees.

PLAN THE WORK

No matter who decides to put on a program or who may be designated to carry it through, he must plan the work and work the plan. As a rule, a course is the sanitarian's show since he is responsible for inspecting food and drink establishments. It is advisable that he closely supervise the content of the course, help with demonstrations and similar features, and see that details are worked out so as to avoid last-minute confusion. Though he may delegate portions of the job to others, he is still the key man. In some places he is relieved of the organization of the promotion meeting, but because of his frequent contacts with the restaurant workers, he is charged with the responsibility for conducting the promotion meeting and the classes.

After consulting with the restaurant people and the planning committee it is necessary to develop carefully an outline for each class—to decide on the lesson content in detail. If different instructors are used, they should plan the course as a group so as to secure continuity of learning and meaningful repetition without tiresome overlapping. The staff must decide what to include. It must make sure that each session is concerned with the development of one main topic, so that the lesson unit will be well integrated. At the outset the staff should determine the objectives of each session and develop the content so that the class is kept moving toward them. The various parts of the whole lesson should be correlated so clearly that the class will follow the instruction easily.

After the teaching staff has decided on the facts to be presented, it must determine how they should be organized. In the main, the outline of each unit follows a pattern such as this:

1. Make the necessary introductions and acquaint the class with the problem.

(a) At the first meeting:
    (1) State the purpose of the course;
    (2) Identify the sponsors and the teaching staff;
    (3) Outline the scope of the course;
    (4) Possibly give a brief history of the problem;
    (5) Identify the group and relate it to the problem;
    (6) Explain administrative matters: the certerficates, length of course, hours, regulations to be observed.
(b) At other meetings:
    (1) Briefly recall what was learned;
    (2) State the purpose of the new lesson.

2. Develop what the class needs to know in order to respond effectively.

(a) Present the facts of the case:
    (1) Actual situations familiar to the audience so portrayed that the audience will wish to help improve them;
    (2) Facts and habits that the audience may have known but never interpreted correctly;
    (3) Facts probably unknown but with distinct bearing on the case and forceful in arresting attention and interest.

(b) Appeal for cooperation to bring about improvement.

(c) Elaborate on lesson content:
    (1) Arrange topics in orderly sequence;
    (2) Develop each topic with a talk, demonstration, visual aids, and/or discussion.

(d) Diagnose (through discussion and check-tests) what the class has learned and correct any misunderstandings.

3. Summarize the conclusions reached; except at the last meeting present a brief preview of the next session; at the close of the last session, develop a complete summary of the entire course.

PUT IDEAS ACROSS

Since the workers will have been asked (or, in some instances, obliged) to attend, they will anticipate hearing new and useful information. They should not be disappointed. Each meeting must convince the worker he has learned something that he can use in his tasks and that will help him to do a better job.

Some will have been released from work at great inconvenience to him or his employer; some will be paid overtime. In either case the teaching staff needs to foster a mood receptive to learning the important ideas for which they have been assembled. Even "old stuff" can, by various devices, be made interesting, thought-provoking, or humorous. Every one who talks to the class should have his story well in hand in order to tell it effectively, speak with confidence, and put over his ideas with a punch. He should talk simply, but must never talk down to his audience.

From time to time the idea of public health will come up—an idea of remote significance to many until interpreted as "the sum of the health of each of them and the other members of the community." It is not easy to get across the message of individual responsibility toward public health since few people take a serious interest in their own health until they are sick; but the fact must be stressed that each person's practices and habits in a restaurant have an important bearing on the public health. One needs to be on the lookout for sound, forceful ways to motivate a sense of responsibility toward it.

Methods of presentation should take cognizance of research findings that:

1. Adults who have been out of school for some time are not apt to grasp salient points of instruction;
2. Unaccustomed to attending class sessions, they do not absorb large amounts of concentrated material;
3. They retain only a small percentage of the information given at any one time.

However, if pictures are added to the lecture, more of the information is retained; if demonstration can be added, still more is retained; and if the group should take part in the demonstration, a still higher percentage of information is retained, particularly by those participating. Participation is an important part of the learning process.

FOLLOW UP

After the course, the first obligation is to send letters of appreciation to the sponsors, to hotels or organizations that made the meeting place available, to the operators, to the press and radio stations, to all who contributed time or money toward making the program a success. Opportunity should be given the restaurants to criticize the course, to indicate what they found helpful, what needs strengthening, what might be omitted.

On ensuing inspection tours, the sanitarian should check to see if practices advocated are in use, if education on the job may be necessary. The teaching staff should consider ways to stimulate owners, managers, and employees to ask for further guidance, for it is important to make permanent the gains derived from the course. Following the survey, the participants of the course may be informed that, if they wish, the sanitarian will gladly accept invitations to their establishments for follow-up, and to help them apply what was learned. It is possible to develop, with the operators and workers, a survey of correct practices based on the inspection form.

It must be remembered that one course alone is not sufficient. A continuing educational program must be instituted that will stimulate interest and a desire to maintain standards. A restaurant operator may be encouraged to act as his own inspector. But smaller repeat classes should be made part of a year's program. The follow-up type of meeting may be planned on the basis of equipment or specific problems, or on an occupational basis, such as meetings for waitresses, cooks, dishwashers, bartenders, and soda fountain workers.

Three restaurants with similar problems sometimes collaborate on their follow-up classes. They solve the meeting place problem by playing host to each other. At the first session the workers receive special training in preparing and serving food, in dishwashing, storage, housekeeping, and so on. At the second and third meetings the employees themselves demonstrate the correct methods they have learned. With an audience that provides a strong incentive to do the job well, there may be no wrong practices to point out; but the time is extremely well spent studying the good practices, discussing why they are good, and their advantages. The term "clinic method" is often applied to this type of course.

A group may ask for a round-table discussion of how to get rid of pests; on devices for keeping food safe from hands and dirt. In any case it is important to find out in advance exactly what it is the members of a group wish to know so as to avoid wasting their time and yours, so that you will have at hand the information, the material, or the expert most helpful for meeting their needs.

Intensive inspection and checking of dishwashing, refrigeration, and other elements should follow all types of courses.

Cooperation along educational lines of the health department with the operators and employees of eating and drinking establishments has achieved greater compliance with health regulations than enforcement measures have in the past. This is fortunate, for as the people themselves become more public health minded, they are going to insist upon the greatest possible protection.

RESOURCE MATERIALS

FACT SHEET FOR FOOD-SANITATION PROGRAMS

(Prepared as a basis for press and radio publicity. See Item 15, page 198)

Every year hundreds of food-borne disease outbreaks occur in the United States. Some of these are reported, many are not. According to reports made to the U. S. Public Health Service more than 9,000 persons were sick in 1949 because of such outbreaks. It is estimated that the total number of cases actually is 10 to 20 times as great as those recognized and reported.

Such outbreaks don't just happen. The disease germs exist somewhere—in sores, boils, a sore throat, or a sinus infection, in rodents or insects. The germs can spread from a sick person or animal to others as a result of insanitary practices in the preparation, handling, storing, or serving of food and drink, or in the washing and sterilizing of dishes. They may reach a person in cream pies, cream sauces, egg dishes, salads, meat, poultry, fish, and even in milk; that is, in any food that has been contaminated by disease germs and left in a warm temperature where the germs can multiply and make the food unsafe.

The Public Health Service has recommended an ordinance and code regulating eating and drinking establishments to encourage a higher level of excellence in food sanitation. At present it is in effect in 30 entire States and the District of Columbia, as well as in 346 counties and 675 municipalties located in 42 States and the Territory of Alaska. These places have a total population of more than 82,000,000.

Yet in some towns and cities the average sanitary rating of all the eating and drinking establishments is only 35 percent. In many others it is no higher than 60 percent. Only 28 percent of more than 50,000 utensils—samples from 5,400 eating establishments in 156 cities—complied with the minimum bacterial standard.

Recognizing that compliance with sanitary regulations depends upon the cooperation of restaurant employees, public health departments in many parts of the country, often with the aid of the U. S. Public Health Service, are conducting courses in safe food practices for the workers in food and drink establishments.

Experience with food-sanitation courses has demonstrated their practicability and effectiveness. Education explains the reasons for requirements—the why's and how's of restaurant laws and regulations, and gains acceptance for them. The workers learn clean methods of preparing and serving food, proper refrigeration of food, correct methods of washing, sterilizing, and storing dishes, the need for personal cleanliness and physical fitness.

Classes, as a rule, are open to operators as well as to the workers themselves, to school-lunchroom managers, home economics teachers and others interested in training employees for restaurant work, and to their students. Sometimes classes are held for special groups, like the schools that have been conducted for dining-car employees, in which thousands were enrolled.

Usually the employee who completes the course receives a certificate of attendance, and if 70 to 80 percent of the employees of a restaurant receive such a certificate the owner is awarded a window placard indicating his cooperation with the health department, provided, of course, that the restaurant meets the requirements of the local restaurant code.

Training employees reduces the need for court action. Hence the health officer or inspector spends far less time in court proceedings, more time in inspecting and teaching. Inspection of eating and drinking establishments following a course usually reveals many improvements in methods traceable to it.

Operators and employees also like the educational approach. According to statements of the restaurant people themselves, food sanitation improves after this training has been given. The head of a restaurant association has said of a course in food sanitation: "The best thing that ever happened in the history of local restaurant business." The workers have gone on record as saying that the course has made them more concerned about the way they prepare food and serve it. One cook said that the thing he liked best about the course was to know that "the Board of Health is working with us instead of against us."

While there is still a place for enforcement of sanitation ordinances, through policing, where cooperation is lacking, the U. S. Public Health Service recommends that all health departments doing restaurant sanitation work conduct voluntary training programs for all who work in food and drink establishments. To help them the Public Health Service conducts demonstration courses and has produced a set of four sound slide films entitled "Our Health in Your Hands." The first film, "Germs Take Pot Luck," explains how disease may be spread in restaurants and asks restaurant employees to do their part in protecting the health of the Nation by following correct sanitation practices. "Service with a Smile" portrays desirable personal habits and clean work habits. "In Hot Water" shows correct methods for washing and storing dishes. "Safe Food for Good Health" deals with the safe preparation of food, its proper refrigeration and protection from contamination.

Appendix 6

Demonstration Techniques and Sample Display Materials

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1. DEMONSTRATIONS

Dramatic sketches may show correct serving methods versus wrong service; good and bad dishwashing methods, etc. Pantomime can be an amusing attention-getter for demonstrating the preparation of food, as cutting up an imaginary hard-boiled egg when the person has an imaginary sore (drawn with lipstick) on his finger; also for demonstrating serving and dishwashing. The sanitarian carries on the education of restaurant personnel every day during his inspection . . . he now adapts his teaching to group methods. Agar plates to prove the existence of germs can be extremely helpful. The first day colonies on sterile plates are started from a hair, finger tip, cough, roach, fly, and so on, but leaving one culture plate unopened as the "control." Audience participation through their contributing the hair and other items increases interest and amusement. At the last session, the colonies started the first day may be exhibited; when necessary because of the short space of time, previously prepared plates may be shown.

The microscope to demonstrate the motility of germs is sometimes used with small groups. An ameba or paramecium as typical of small forms of life may be shown those who wish to remain after class . . . since it would be time-consuming if all were to look at them during the class period. A drawing alongside the scope may be needed to coach the person so he will know what to look for.

Lipstick may be smeared on the fingers of one of the students who is then asked to make "a set-up." Afterward each article is wiped with a paper tissue for lipstick to demonstrate how dirty hands may contaminate clean dishes.

A valuable adjunct to the discussions concerning personal transfer of bacteria and other contaminants from the hands to utensils may be found in the use of fluorescent pastes and powders. In general, the use of a fluorescent paste, prepared by mixing one part fluorescent ink to four parts of vaseline, is recommended over the hard-to-control powders. This paste, once mixed, may be spread on the fingers of the demonstrator. Any utensils handled will, of course, fluoresce where handled. Additionally, by wiping these "contaminated" utensils with a clean towel and then using the same towel for wiping other utensils, a transfer of "contamination" can be easily shown. A fluorescent light giving the desired ultraviolet radiation is then used to demonstrate the transfer of soil or other contamination.

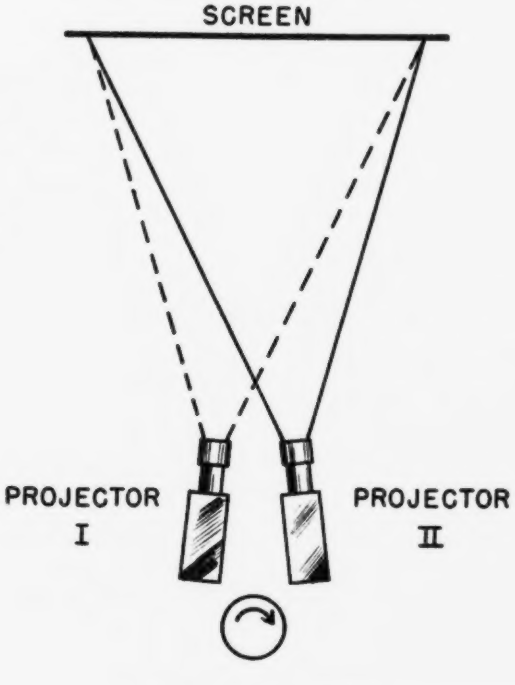
Fluorescent lamps, giving about 3,600 Å radiation, should be used for maximum safety and effectiveness. The long-wave-length lamps give off a relatively nontoxic ray which will penetrate glass, thus adding materially to the demonstration.

A method measuring the efficiency of the dishwashing process by determining the presence or absence of soil remnants and residuals of the washing solution on the surface of utensils may be found in the use of a fluorescent rinse for previously washed utensils. The method consists of simple procedures: the utensil is examined first under filtered ultra-violet light, noting the fluorescence if any; it is then immersed in, or sprayed with, a solution of fluorescent dye for a few seconds, rinsed well for a few minutes, and again examined under the ultra-violet lamp. A clean surface will show up as an even dark violet or purple background; food residues will shine very brightly; old residual films of milkstone will appear as more or less continuous films of characteristic color. For the best results, a lamp in the 3,200 Å to 3,600 Å range is desirable.

The class may benefit by *seeing* two or more of their group correctly uniformed. Points agreed on as correct for waiters and waitresses could be put on the board and a person in uniform checked to see if he or she is entitled to a perfect score.

2. USE OF DISSOLVING UNIT FOR SLIDE PROJECTION

A new and very valuable slide projection technique has been developed using two projectors focused on one point and a rheostat dissolving unit so that one slide may be faded into another. An interesting technique using this dissolving unit was developed by the Missouri Division of Health. Using a



DISSOLVING UNIT

character called "Mike Robe" (see Missouri Division of Health Food Handler Training slides, Appendix 3) which may be made to appear on glasses, dishes and other kitchen utensils, an easy means of providing illustrations of bacteria may be found. The preparation technique includes two similar slides, both with the same background material and one with "Mike Robe" or another suitable character drawn in. To make the "germ" appear at a predetermined spot in the slide, the basic slide is first shown and the second slide with the character on it is then superimposed using the dissolving unit.

3. DETAILS ON HOW TO SET UP DEMONSTRATIONS FOR PARAGRAPHS 5, 6, 7, AND 8 SESSION TWO

(a) Waitress needs:
- Clean uniform.
- Matching apron.
- Hair net and head band.
- No jewelry except wedding ring.
- Comfortable shoes—spotless if white.
- Clean fingernails and hands.
- Clean folded towel over left arm.
- Pencil clipped to uniform pocket.

To set table:
- Fresh, clean table cloth (if used).
- Mats placed in front of customer (if used).
- Utensils not handled by business end.
- Fork to customer's left; knife and spoon to right.
- Glass of ice water above knife.
- Napkin in center of place mat.

To serve:
- With order pad and pencil, take customer's order.
- Customer is slow, suggest items of the day—waitress familiar with menu.

(b) Waiter needs:
- Clean uniform.

White coat and cap.
Clean shaven, clean hands and fingernails.
Comfortable shoes, well polished.
Clean towel over left arm.

To set table (see waitress).
To serve (see waitress).

(c) Bus boy or bus girl needs:
Washable uniform.
Boy wears white jacket, apron optional.
Girl wears hair net and head band.

Equipment:

Clean tray and clean cloth wrung out in clean water and folded square.

Bussing:

No customer seated—slide tray on table.

If necessary, start bussing nearest dishes with tray resting on corner and held with one hand until sufficient dishes are bussed to permit tray to rest on table. Pick up silver by handles. Place it on right end of tray. Large plates to left. Bread and butter plates above dinner plates. Line up glasses next to silver and put paper cartons, etc., between glasses and large plates. Saucers and cups in center upper part of tray and small vegetable dishes above silver. Brush crumbs in hand or on dish. Keep chairs clean.

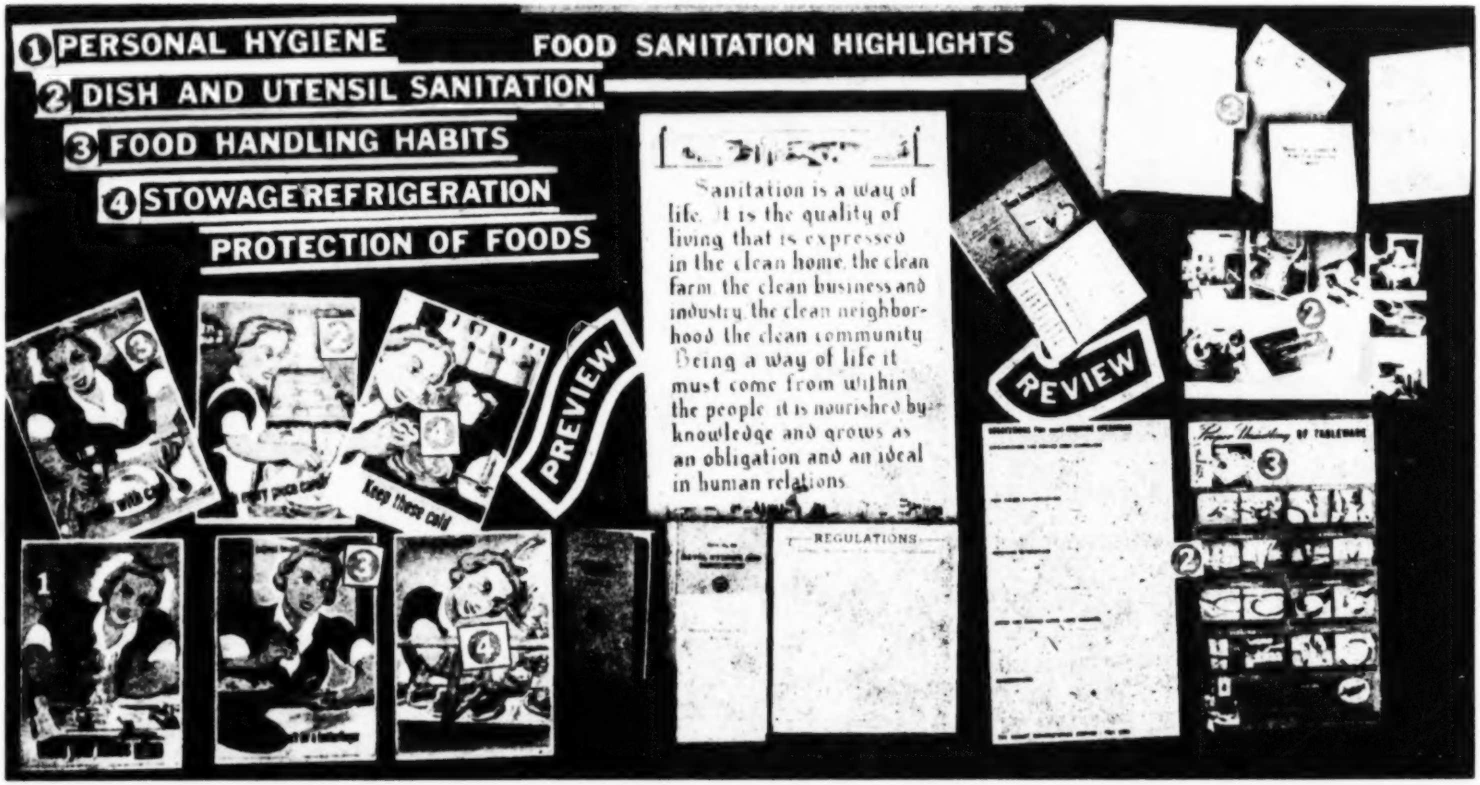
4. EXHIBITS

Well planned and well executed exhibits and displays may add significantly to the success of any group meeting. Such devices are helpful in two ways: in preparing the group for the present lecture and stimulating their interest in the subject; and by acting as a review of material covered in class work.

Displays should be placed so that random observation may be made by the food-service employees.

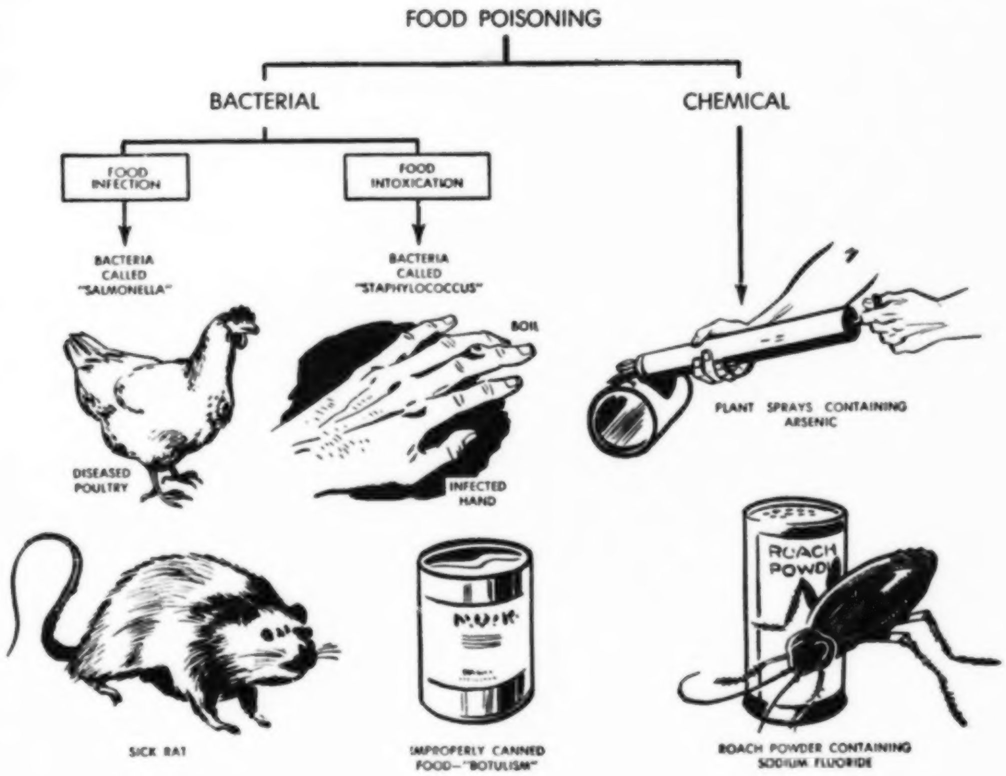
On page 209 is a type of exhibit which may serve as a guide in the preparation of others fitted to specific needs.

SAMPLE OF EXHIBIT LAYOUT


① PERSONAL HYGIENE
② DISH AND UTENSIL SANITATION
③ FOOD HANDLING HABITS
④ STOWAGE REFRIGERATION
PROTECTION OF FOODS
FOOD SANITATION HIGHLIGHTS
PREVIEW
REVIEW
REGULATIONS
Keep these cold

Sanitation is a way of life. It is the quality of living that is expressed in the clean home, the clean farm, the clean business and industry, the clean neighborhood, the clean community. Being a way of life it must come from within the people. It is nourished by knowledge and grows as an obligation and an ideal in human relations.

U. S. GOVERNMENT PRINTING OFFICE : [illegible]


FOOD POISONING
BACTERIAL
CHEMICAL
FOOD INFECTION
FOOD INTOXICATION
BACTERIA CALLED "SALMONELLA"
BACTERIA CALLED "STAPHYLOCOCCUS"
BOIL
DISEASED POULTRY
INFECTED HAND
PLANT SPRAYS CONTAINING ARSENIC
ROACH POWD
MILK
SICK RAT
IMPROPERLY CANNED FOOD—"BOTULISM"
ROACH POWDER CONTAINING SODIUM FLUORIDE

P. O. 1 (a)

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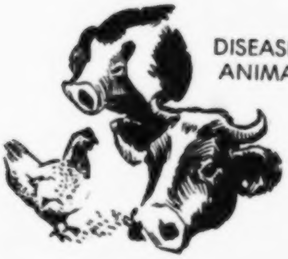
FOOD-BORNE DISEASE ROUTES

SOURCE (BACTERIA) ⟶ MAY TRAVEL IN OR ON ⟶ TO YOU

DISEASED PERSON

CARRIER



DISEASED ANIMAL

MAN

AIR

RODENTS

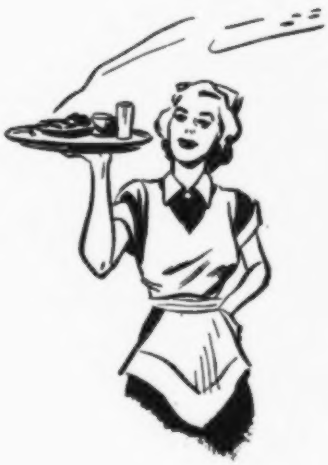
INSECTS

FOOD

MILK

WATER

UTENSILS



ARE THESE FACTS IMPORTANT TO YOU AS A FOOD-SERVICE EMPLOYEE? WHY?

P. O. 1 (b)

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THE SPREAD OF FOOD-BORNE DISEASE

Germs Causing These Diseases	Reach Customer Through	What You Can Do to Stop It
FOOD POISONING	Food contaminated by unwashed foods, unrefrigerated perishables, food contaminated by rodents.	Wash hands frequently. Keep foods cold (below 50°). Help control rodents.
TYPHOID FEVER	Water, milk, shellfish contaminated at source. Food contaminated by unwashed hands or by flies.	Purchase and serve only approved food products. Wash hands; Control flies.
DYSENTERY	Water contaminated at source. Defective plumbing. Food contaminated by unwashed hands or by flies.	Use approved water supply. Check faulty plumbing, wash hands. Control flies.
TRICHINOSIS	Uncooked pork.	Cook all pork and pork products at not less than 137° F.
BOTULISM	Home-canned foods improperly prepared.	Serve canned foods properly prepared.
SEPTIC SORE THROAT. **SCARLET FEVER**	Raw milk contaminated at the source.	Buy and serve only pasteurized milk.
DIPHTHERIA	Dishes or silverware contaminated by a carrier—sneezing, coughing, and spitting.	Approved dishwashing procedures. Good personal hygiene.
BRUCELLOSIS (Undulant Fever)	Infected milk.	Buy and serve only pasteurized milk.

P. O. 1 (c)

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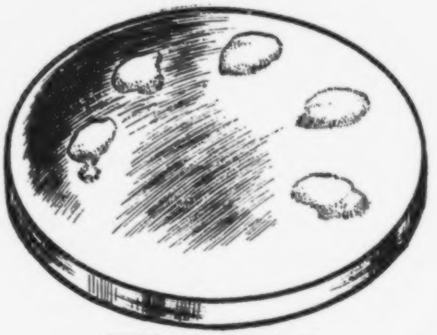
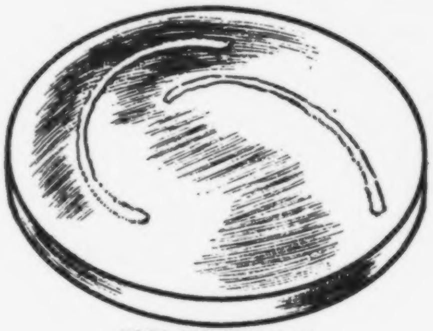
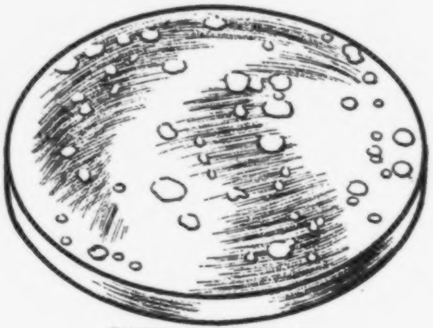
FIGURE BELOW SHOWS CONTAMINATION BY:



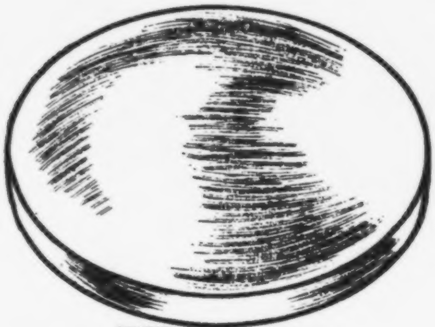
FINGERS AND STORED AT
ROOM TEMPERATURE
FOR 24 HOURS



HAIRS AND STORED AT
ROOM TEMPERATURE
FOR 24 HOURS



COUGH AND STORED AT
ROOM TEMPERATURE
FOR 24 HOURS



FINGERS AND COUGH
REFRIGERATED AT 40° F.
NO VISIBLE GROWTH
AFTER 24 HOURS

P. O. 2 (a)

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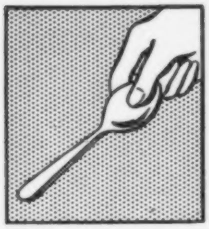
Directions: **One of the pictures in each of the sets of two below is correct. Place a (√) mark under the pictures that show correct practice.**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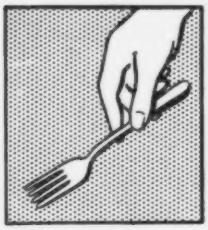
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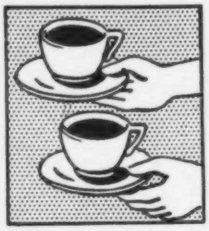
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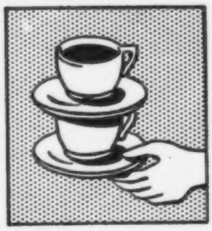
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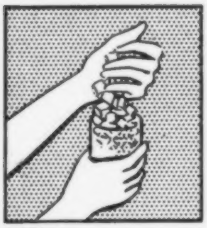
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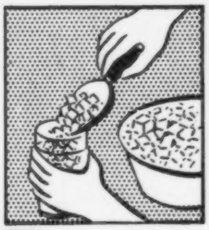
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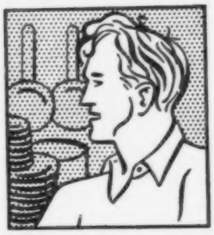
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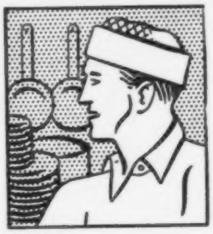
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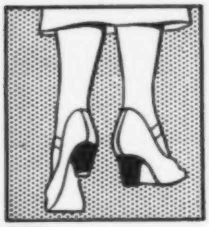
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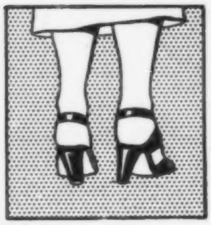
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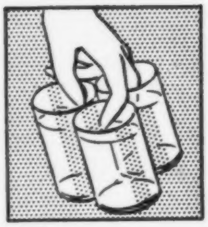
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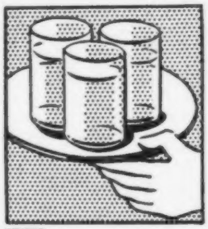
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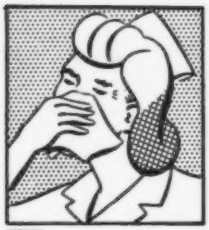
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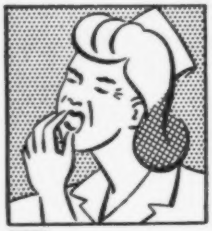
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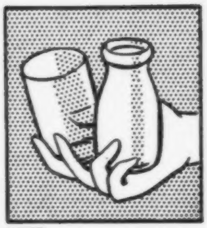
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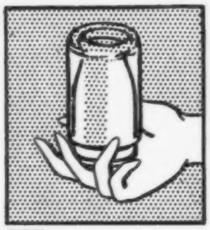
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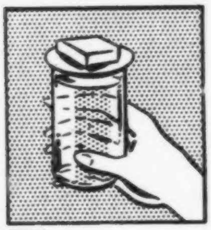
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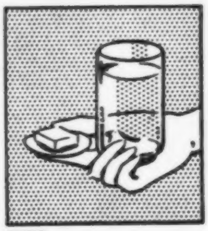
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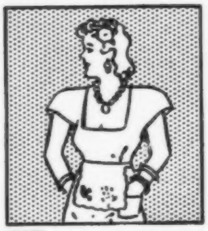
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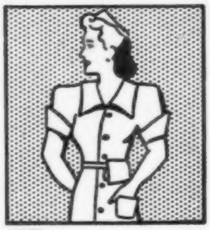
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P. O. 2 (b)

998394°—52

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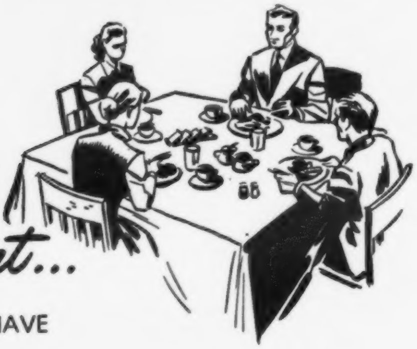
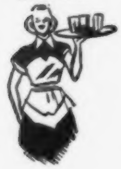
Patrons want...

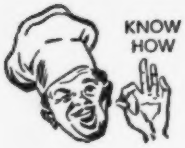
WITH GOOD CLEAN FOOD
SERVED IN A CLEAN RESTAURANT



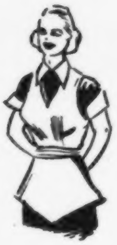
FROM THOSE WHO HAVE



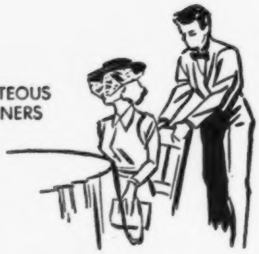
PROMPT SERVICE



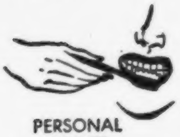
KNOW HOW



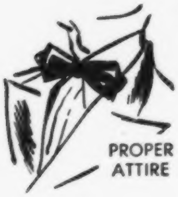
CORRECT POSTURE



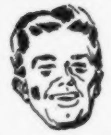
COURTEOUS MANNERS



PERSONAL HABITS OF CLEANLINESS



PROPER ATTIRE



GOOD HEALTH

P. O. 2 (c)

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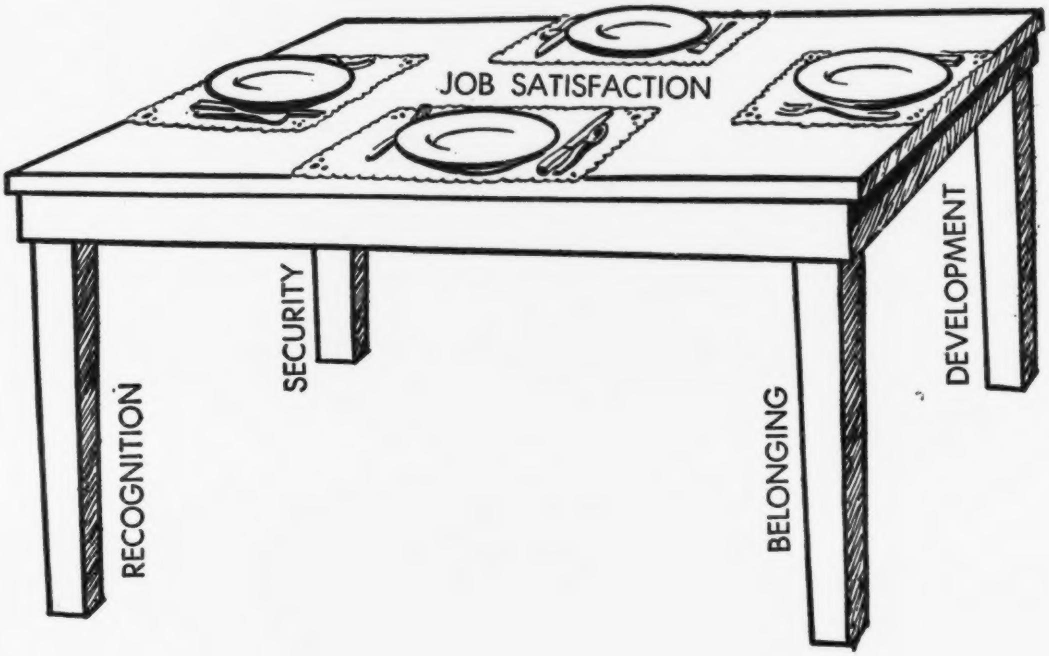
FROM THESE YOU GET:


JOB SATISFACTION
RECOGNITION
SECURITY
BELONGING
DEVELOPMENT

YES,..WE ALL WANT TO:
1. DEVELOP
2. BELONG

AND WE ALL NEED:
3. SECURITY
4. RECOGNITION

P. O. 2 (d)
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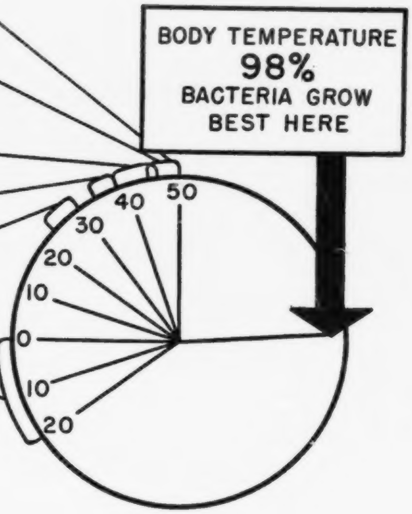
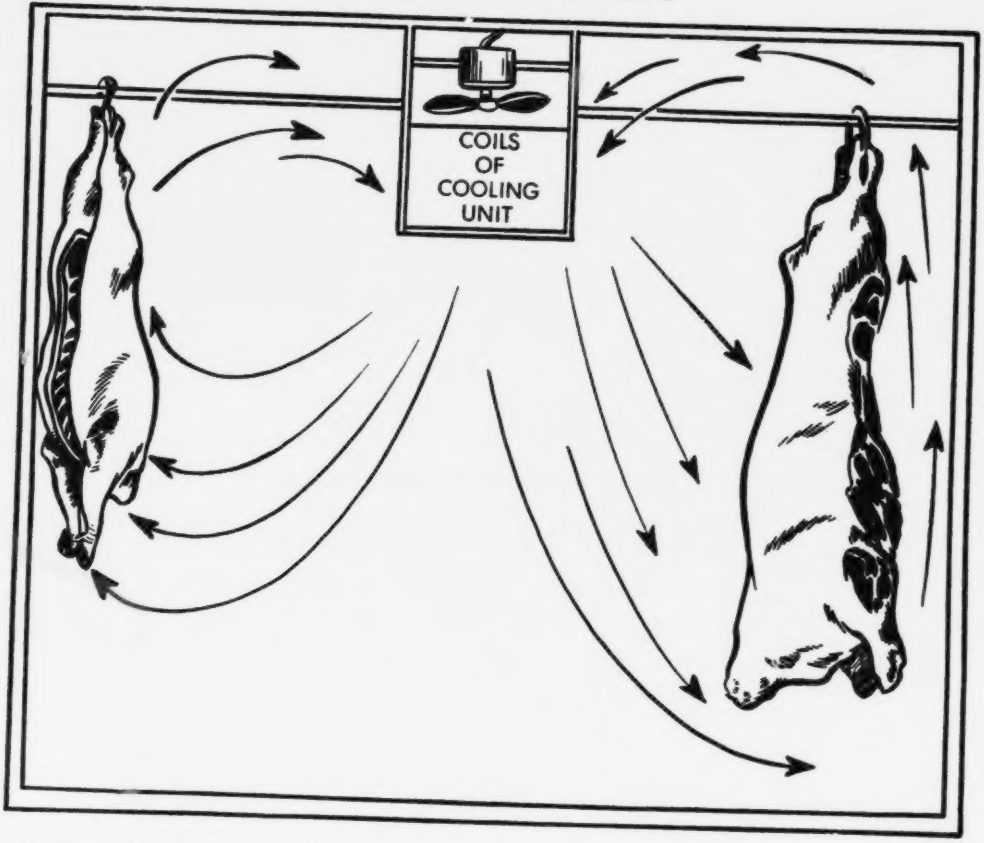
RECOMMENDED TEMPERATURE RANGES FOR FRESH FOOD REFRIGERATED STORAGE

MAXIMUM ACCEPTABLE TEMPERATURE FOR STORAGE OF ALL PERISHABLE FOODS	50°
FRUITS (except bananas) VEGETABLES AND MOST OTHER PERISHABLE PRODUCTS	44°-50°
DAIRY PRODUCTS	38°-46°
MEAT AND FOWL	33°-38°
FISH AND SHELLFISH	23°-30°
FROZEN FOODS	0°- MINUS 20°



BODY TEMPERATURE
98%
BACTERIA GROW
BEST HERE
50
40
30
20
10
0
10
20

REFRIGERATED AIR CURRENTS



In this diagram, where would you place other foods to be cooled? Why? Why is defrosting necessary? When should it be done? Why?

P. O. 3 (b)

998394°—52

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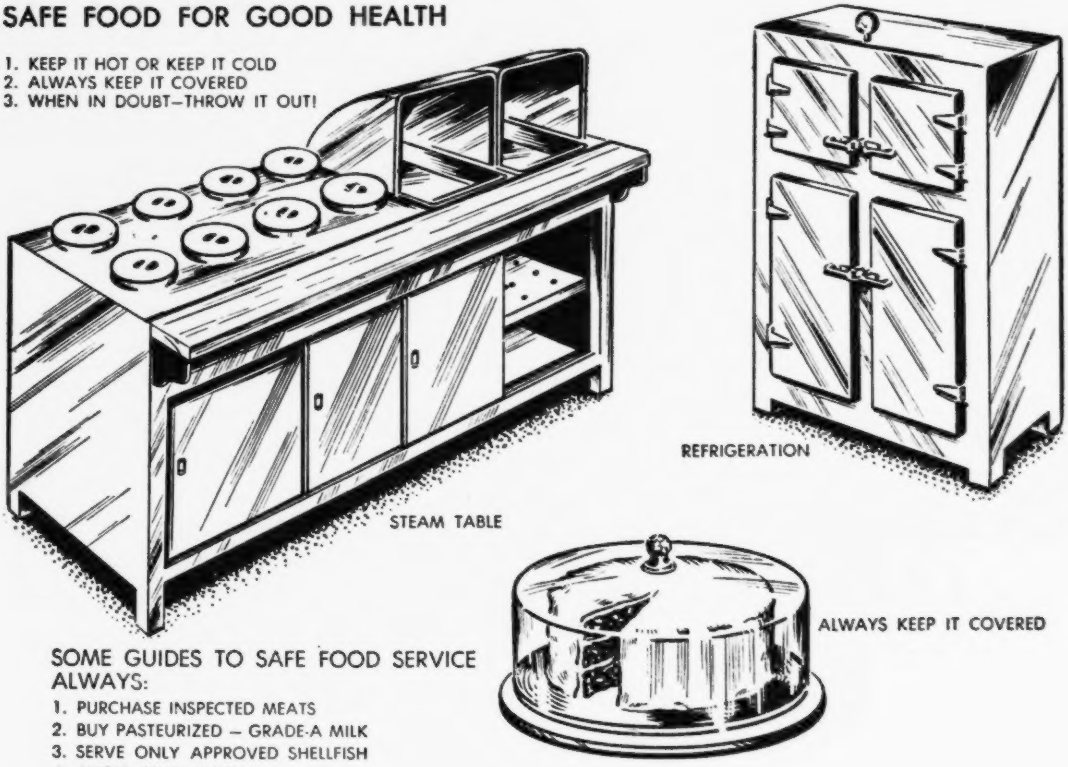
TO GET THE BEST FROM YOUR REFRIGERATOR

What you do	*Why you do it*
1. Pack food loosely.	1. To get circulation.
2. Hang raw meats away from walls.	2. Cold air needs to circulate to keep food from spoiling.
3. Cover food (below) with wax or other covering paper.	3. Prevent drippings.
4. Discard things not needed.	4. To prevent crowding and increase circulation.
5. Place new purchases at back.	5. Use older things first.
6. Wash refrigerator frequently.	6. It must be kept clean.
7. Defrost before ¼-inch frost gathers.	7. Frost slows cooling process.
8. Open door only when necessary.	8. Open door raises the temperature.

SAFE FOOD FOR GOOD HEALTH

1. KEEP IT HOT OR KEEP IT COLD
2. ALWAYS KEEP IT COVERED
3. WHEN IN DOUBT—THROW IT OUT!



SOME GUIDES TO SAFE FOOD SERVICE
ALWAYS:

1. PURCHASE INSPECTED MEATS
2. BUY PASTEURIZED – GRADE-A MILK
3. SERVE ONLY APPROVED SHELLFISH
4. AVOID BENT CANS
5. WASH ALL FRUITS AND VEGETABLES

P. O. 3 (c)
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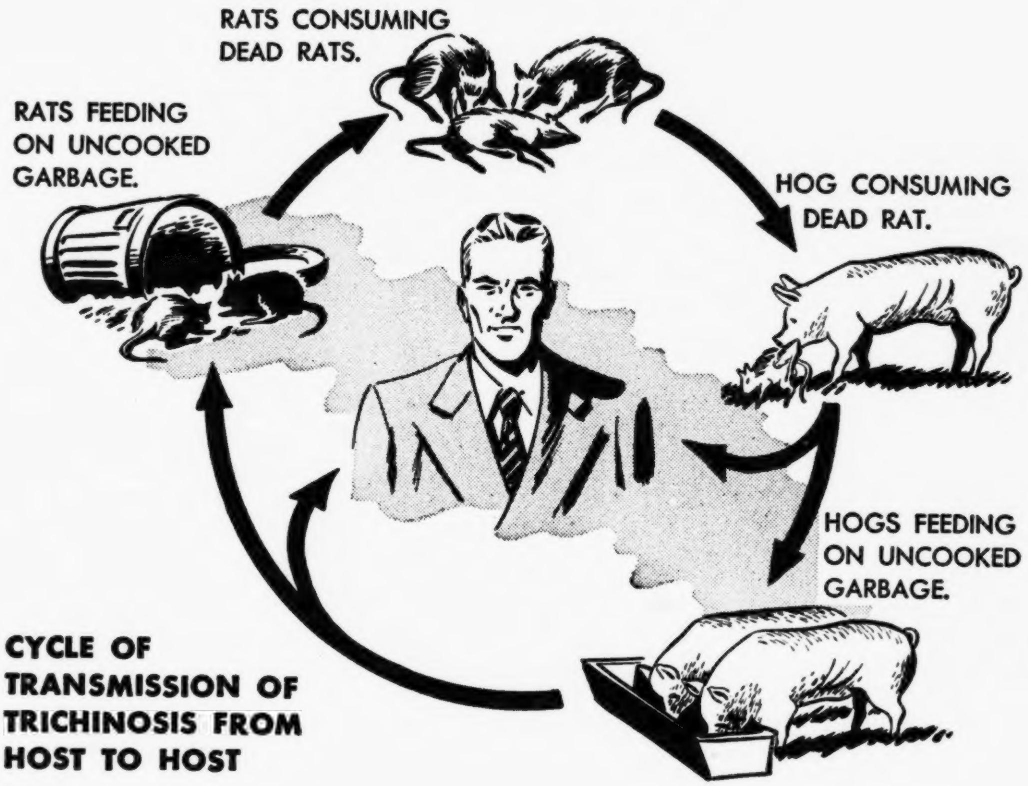
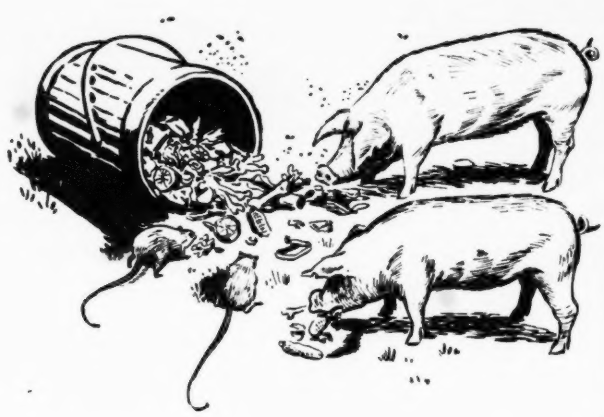
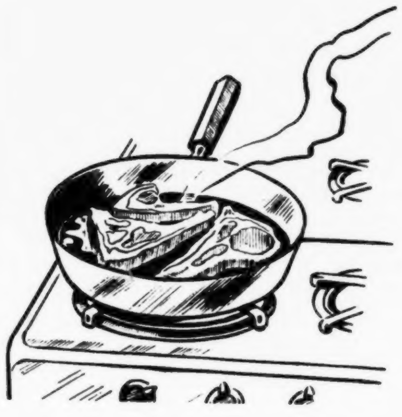

RATS CONSUMING DEAD RATS.
HOG CONSUMING DEAD RAT.
HOGS FEEDING ON UNCOOKED GARBAGE.
RATS FEEDING ON UNCOOKED GARBAGE.

CYCLE OF TRANSMISSION OF TRICHINOSIS FROM HOST TO HOST





FOR SAFETY'S SAKE

cook pork until white

P. O. 4 (a)

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U. S. GOVERNMENT PRINTING OFFICE: 1952

FLIES, RATS, AND ROACHES

To Get Rid of Rats and Mice and Keep Them Out:

1. Keep the place clean, and free from trash.
2. Block their entrance.
    - (a) Close all wall cracks and openings.
    - (b) Use metal or cement to close all openings of ½-inch or more.
    - (c) Building foundations should be ratproof; cement is best.
3. Starve them out.
    - (a) Rats live only where they can get food; use tight garbage containers.
    - (b) Keep the floors clean in every room—kitchen, storage, dining room, and any others.
    - (c) Protect all food at night.
4. Store foods and supplies above the floor.

To Get Rid of Flies and Keep Them Out:

1. Keep the place clean.
2. Cover all foods.
3. Close garbage cans tightly.
4. Close all openings; use screens, etc.
5. Get rid of food wastes at once.
6. Get rid of breeding places for flies.
7. Doors must be self-closing.
8. Use fly swatters, traps, paper, and insecticides.

To Get Rid of Cockroaches and Keep Them Out:

1. Keep the place clean—good housekeeping.
2. Close openings.
3. Keep garbage cans closed tightly.
4. Dispose of garbage daily.
5. Use insect sprays.
6. Starve them out.
7. Keep floors clean.
8. Cover all foods at night.
9. Eliminate all hiding places.
10. Upon delivery, screen vegetables and groceries for roaches.

P. O. 4 (b)
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MACHINE DISHWASHING

Important steps (in doing the job)	Key points[1]
1. Get ready (materials and equipment)	—Sort dishes, cups, glassware, and silver.
	—Water temperature: 140° F. wash, 170° F. rinse.[2]
	—Check washing powder and dispenser, wash and rinse sprays.
2. Scrape and pre-rinse	—Use brush to scrape off garbage.
3. Rack dishes, etc.	—Place in separate racks.
	—Do not pile dishes, cups, etc.
	—Cups and glassware bottoms up.
	—One kind at a time, separately.
4. Place racks in machine	—Every dish, etc., under spray.
5. Wash	—Start machine.
	—Turn on wash spray.
	—140° to 160° F.
	—Do not hurry machine.
	—Keep washtank water clean.
6. Rinse	—10 seconds 170° F.[2]
7. Dry	—Remove racks, set on drain board.
	—Allow dishes, etc., to dry in racks on drain board.
8. Store	—Fingers should not touch surfaces which come in contact with food.
	—In a clean, dry place above floor.
	—Away from dust and flies.
	—Dishes stacked.
	—Cups and glasses bottoms up.
9. Clean machine	—Take out scrap trays and clean.
	—Clean wash sprays.
	—Use clean water.
	—Add new washing powder as required.

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[1] Key points are those things which: will make or break the job; injure the worker; or make the job easier to do.

[2] This means temperature of 170° at the dish, and requires 180° water in the line. This standard may vary with local or area regulations.

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HAND DISHWASHING

Important steps (in doing the job)	Key points[1]
1. Get ready (materials and equipment)	—Sinks.
	—Hot water.
	—Washing powders (chlorine, or other bactericidal treatment, if used).
	—Scraper.
	—Garbage can.
	—Drying racks.
2. Scrape dishes and pre-wash	—Use scraper.
	—Garbage in can.
3. Wash dishes	—Each piece separately.
	—Hot water, 110°–120° F.
	—Use detergent (washing powder).
4. Rinse	—Place in basket.
	—Set in hot rinse water.
5. Sterilize	—Place basket in vat.
	—In hot water (170° F. for 2 minutes or 212° F. for 30 seconds).[2]
	—2 minutes in chemical solution (chlorine of approved strength).
6. Dry	—Lift out basket.
	—Place on drain board.
	—Air dry.
7. Store	—Cups and glasses bottoms up.
	—Stack dishes.
	—In clean protected place.
8. Clean vats	—Stiff brush.
	—Washing powder.

9. Use separate baskets for dishes, cups, and glasses.
10. Silver may be air dried or by use of clean towel.
11. Fingers should not touch surfaces which come in contact with food or drink.
12. All multi-service eating and drinking utensils must be thoroughly cleaned after each usage.
13. Single-service containers must be used only once.

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[1] Key point are those things which: will make or break the job; injure the worker; or make the job easier to do.
[2] This standard may vary with local or area regulations.

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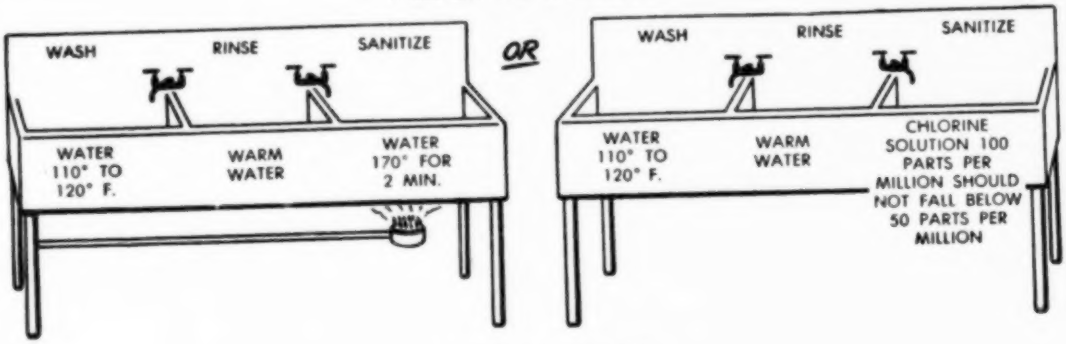
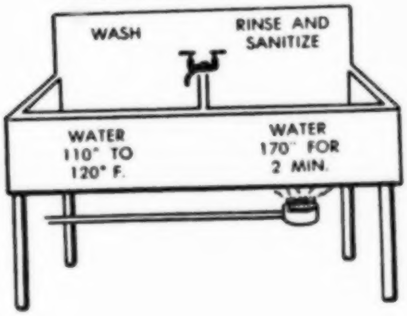
METHODS OF HAND DISHWASHING

PREFERRED METHOD


WASH
RINSE
SANITIZE
WATER 110° TO 120° F.
WARM WATER
WATER 170° FOR 2 MIN.
OR
WASH
RINSE
SANITIZE
WATER 110° TO 120° F.
WARM WATER
CHLORINE SOLUTION 100 PARTS PER MILLION SHOULD NOT FALL BELOW 50 PARTS PER MILLION

ACCEPTED METHOD


WASH
RINSE AND SANITIZE
WATER 110° TO 120° F.
WATER 170° FOR 2 MIN.

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SOME HOUSEKEEPING SITUATIONS AND PROBLEMS FOUND IN RESTAURANTS

1. Materials and equipment are not properly stored; some equipment broken.
2. Scrub-mop streaks show on mop board, chairs, and table legs.
3. Mop film shows on tiled and cement floors.
4. Other floors are not properly cleaned.
5. Pots and pans are not clean.
6. New workers have little experience in cleaning procedures.
7. Excellent cooks are not always good housekeepers.
8. New workers do not know what equipment to use or how to use it.
9. Utensils are stored on the floor.
10. Routine work is not organized.
11. Too many pots and pans cause lack of storage space.
12. Ventilation and lighting are poor.
13. Steam tables are not always clean.
14. Pastry dough clogs drain pipes.
15. Flour, grease, and dough are scattered on floor and shelves.
16. Dough smears get on machines.
17. Rancid grease smells in kitchen.
18. Meat scraps are not cleaned up.
19. Cutting block is always messy; has many cracks and crevices.
20. Employees get injured frequently because safety precautions are ignored.
21. Meat-slicing machines cause trouble.
22. Vegetable room is messy.
23. Potato peeler breaks the housekeeping job.
24. Work of vegetable trimming, slicing, shredding, and chopping causes housekeeping problem.
25. Others (list):

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GOOD HOUSEKEEPING IS GOOD BUSINESS

FLOORS:

1. Kitchen, storage, entrance hall, and toilet floors should be scrubbed regularly and often.
2. Use a good detergent or cleansing compound, depending on kind of floor.
3. Scrub only a small area at a time.
4. Set heavy equipment away from walls to allow for cleaning around it.
5. Clean floors help to repel insects.
6. Keep floor drains clean; it helps to keep down odors.
7. Do not use a cleaner containing alkali on terrazzo, linoleum asphalt tile, marble or painted floors; it causes streaks, will ruin floor.
8. Keep floors dry to prevent accidents.

WORKING SURFACES:

1. Clean bread boards, meat blocks, salad and sandwich tables before placing food on them.
2. Rinse and dry with paper towels.

EQUIPMENT:

1. Clean all equipment regularly; inspect and adjust correctly to prevent accidents.
2. Establish a routine for cleaning.
3. Disconnect current before disassembling and cleaning electric equipment.
4. Clean and dry parts.
5. Reassemble or cover parts when not in use.

STORAGE AND LOCKER ROOMS:

1. Have a place for everything.
2. Have everything in its place.
3. Shelves should be arranged to allow merchandise to be stored for ease in cleaning.
4. Have janitor's supplies stored in a special room.
5. Store eating utensils off the floor and away from traffic lanes.
6. Place janitor's equipment where it will not cause accidents or falls.

CLOAK AND REST ROOMS:

1. Keep the rooms orderly.
2. Keep them clean.
3. Clean floors regularly.
4. Keep bowls and basins clean.
5. Use single-service towels.
6. Empty wastepaper baskets daily.
7. Keep soap containers filled.
8. Food must not be stored in these rooms.
9. In cleaning toilet bowls and basins, use a non-abrasive cleansing compound.

KITCHEN:

1. Do not place supplies on top of refrigerator or other equipment.
2. Shoes and street clothing should not be left in the kitchen.
3. Good ventilation cuts down grease collection on walls and equipment.
4. Flies do not gather quickly in well ventilated rooms.
5. Good ventilation aids health.
6. Good ventilation reduces odors.

DINING ROOM:

1. Remove at once dishes, glassware, foods, and liquids that have dropped on the floor. Place a chair over broken dishes on the floor if they can not be removed immediately.
2. Remove brooms, cleaners, and other equipment after use to the proper storage room.
3. Make sure that mats and runners on the floor are free from loops and wrinkles.
4. Clean walls can increase light.
5. Dirty dishes and utensils should be removed from the dining room tables at once.

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GOOD HOUSEKEEPING HELPS PREVENT ACCIDENTS

1. *Be Sure You:*

(a) Report broken tables, guards, tools, knives, cleavers, equipment, etc., to your supervisors.

(b) Know how to do your job safely!

(c) Know how to lift, what to lift, and when to ask for help.

(d) Place brooms, mops, cans, etc., in a special closet, or in deep boxlike container, where no one will fall over them.

(e) Use a good ladder if you have to climb.

(f) Wear garments that are safe and washable.

(g) Avoid horseplay on the job.

(h) Place cleaning powders and supplies in a separate room; see that they are properly marked.

(i) Disconnect electric current when cleaning or repairing machines run by electricity are not in use. (Pull on the plug—not the wire.)

(j) Keep sidewalks clear of snow and ice.

2. *Floors—Do You:*

(a) Keep floors clean and dry?

(b) Take special precautions in stormy weather?

(c) Mop and dry a small part of the floor before cleaning another part?

(d) Close that part of the floor being mopped if customers are present?

(e) Remove immediately dishes and liquids dropped on the floor?

(f) Make sure that mats and runners laid on the floor (or sidewalks) are free from loops, wrinkles, etc.?

3. *Dishes—Do You:*

(a) Look over glass and dishware carefully, and remove those that are broken or chipped before you wait on guests?

(b) Remove broken glasses and plates from service to prevent bus boys, dishwashers, and others from getting hurt?

(c) Use a brush and pan to pick up broken glass and china immediately?

(d) Stack dishes and glassware carefully?

(e) Load baskets with silver correctly for safe handling?

4. *Machines, Material and Equipment—Do You:*

(a) Keep cleavers, saws, and knives in a rack or drawer when not in use?

(b) Always use the safety guard provided for machines, knives, etc.?

(c) Keep your hands at a safe distance from bread or meat slicer cutting edges when the machines are running?

(d) Keep fingers out of the choppers of the meat grinder? Use the pusher?

(e) Use proper tools to open boxes, cans, etc.?

(f) Use the proper tools in making repairs?

5. *Kitchen—Do You:*

(a) Get a good footing, and firm grip on the handle, when filling coffee urns?

(b) Use pot holders to handle hot utensils?

(c) Keep handles of cooking utensils on the range turned to one side, so that people who pass will not strike them?

(d) Use proper tools to open boxes?

(e) Remove or bend nails in opened wooden boxes?

(f) Place packages where they will not fall?

(g) Go slowly through swinging doors?

(h) Look through the vision panel before opening a swinging door?

(i) Keep your head and arms out of dumb-waiter shafts, away from the dumb-waiter hand rope and pulley?

6. *Dining Room—Do You:*

(a) Place food and dishes on trays so that they will not slip or fall?

(b) Take time to serve food carefully?

(c) Handle dirty dishes with care?

(d) Keep your fingers out of your eyes, mouth, nose, and hair?

(e) Remove loose objects from the floor?

(f) When reaching for sharp instruments (knives, forks, etc.), grasp them by the handle?

(g) Set a chair over broken glass or liquid on the floor, if it cannot be cleaned at once?

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